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# THE SIERRA EDUCATIONAL NEWS

Volume XIX

MARCH 1923

No. 3

**Strangling Education**

**What is Back of It**

**Governor Wrecks State Board  
of Education and Teachers' Colleges**

**Compulsory Educational Law**

**California's Place in  
Education**

## *A Muffin Page*

Chicago, March 1, 1923.

### TO THE DOMESTIC SCIENCE TEACHERS OF THE NATION:

Fortunate is the girl that knows just how to make and bake that most "toothsome" of all breakfast dainties—the Muffin. Here are a few "Reliable Recipes" that can be made a feature for any breakfast anywhere:

#### RICE MUFFINS

2½ cups flour	½ teaspoon salt
1 cup boiled rice	1 cup of milk
2½ level teaspoons Calumet Baking Powder	1 egg, well beaten
	¼ cup of melted butter

Sift together thoroughly the flour, baking powder and salt. Add the rice, working it with the tips of the fingers, and gradually, the milk, egg and butter. Bake in gem pans.

#### COLUMBIA MUFFINS

4 cups sifted flour	1 teaspoon salt
4 level teaspoons Calumet Baking Powder	2 eggs
1 tablespoon sugar	2 cups sweet milk

Sift together thoroughly the flour, baking powder, salt and sugar. Add gradually the milk and eggs. Bake in hot buttered gem pans 25 minutes.

If richer muffins are desired, add one or two tablespoons of melted butter, and more sugar, if they are desired sweeter. This recipe will make muffins for a family of 8 or 10. Use proportionately less ingredients for smaller family.

#### BACON MUFFINS

4 cups of sifted pastry flour	6 tablespoons of melted lard
4 level teaspoons Calumet Baking Powder	2 eggs, beaten separately
1 level teaspoon of salt	2 tablespoons of crisp bacon, diced
1 tablespoon of sugar	1½ cups of cold water

Sift flour once, then measure, add salt, baking powder and sugar, and sift three times. Put flour in mixing bowl, add well beaten eggs, then melted lard, then water, and beat hard; lastly add crisp bacon. Bake in muffin pans 25 to 30 minutes.

#### CORN MUFFINS

1 cup cornmeal	¾ cup molasses
1 cup flour	1 cup of milk
3 level teaspoons Calumet Baking Powder	1 egg, well beaten
1 teaspoon salt	1 tablespoon melted butter

Sift together thoroughly the cornmeal, flour, baking powder and salt. Add gradually the milk and molasses and beat thoroughly, then add the egg and butter. Bake in hot buttered gem pans 25 minutes.

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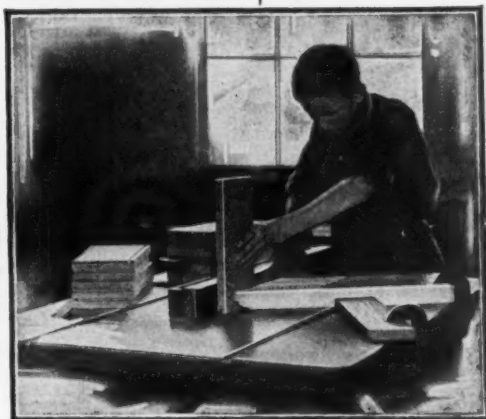
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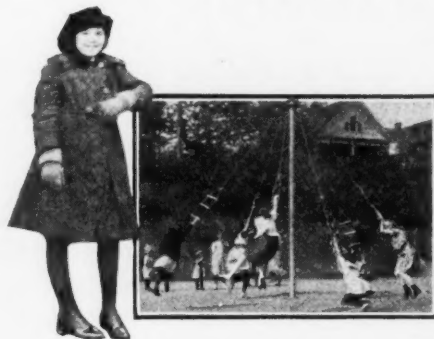
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## CONTENTS

### EDITORIAL:

Strangling Education .....	A. H. C.....	136
A Function of Teachers' Associations.....	R. G. B.....	139
What Is Back of It?.....	A. H. C.....	140
Governor Wrecks State Board of Education and Teachers' Colleges.....	Will C. Wood.....	141
Compulsory Educational Law and Its Enforcement .....	S. L. McCrory.....	143
What Are You Going To Do About It?.....		145
A Fresh Use for the Patriotic Holidays.....	William Byron Forbush.....	146
Bankers and Teachers.....	E. J. Klemme.....	146
How the Parent-Teacher Association Can Help the Schools.....		147
California's Place in Education.....	H. R. Bonner.....	148
Where Are We?.....		150
Educational Literature .....		151
Notes and Comment.....		155



# EDITORIAL



**E**LSEWHERE in this issue we have reprinted from the public press certain articles by State Superintendent Will C. Wood. These articles answer the Governor's Budget Proposals relative to the State Department of Education and Office of Superintendent of Public Instruction. As set forth by Superintendent Wood, the proposed cuts in budget appropriations are made with no basis in reason whatsoever. In his pre-election pledges the Governor agreed to save \$12,000,000 to the State. Those who knew intimately of the State's growth and needs were perfectly well aware that no such saving could be accomplished without serious injury to existing institutions. The Governor had stated that no educational interest should be injured. Subsequent events have shown that our worst fears have been realized.

There is need enough in this State—in any State—for the practice of economy in the conduct of government. But the poorest economy in the world is that practiced when, for example, a great factory is equipped with expensive machinery and then allowed to lie idle because capital is not found to supply the electric power to make the wheels go around. To curtail and make inoperative the business of education is nothing short of a crime. Education should be the last activity, not the first, to be singled out and crippled in an effort to "play to the gallery" for votes or to win the plaudits of wealthy and selfish interests.

As early as last September, we wrote Governor Richardson, then a candidate, suggesting that he use the columns of the Sierra Educational News, to re-affirm his oft-repeated statements that if elected Governor, he would see to it that education would not suffer at his hands. His reply was to consult his campaign manager. Continued requests from us

brought on October 10 a communication from the Richardson headquarters bearing the stamp of the Governor's approval. Could any serious minded individual doubt for a moment after noting the indirection and camouflage in the letter, that education was to be hit and hit hard? "Mr. Richardson," says the letter, "has promised a saving in the first budget submitted to the Legislature of twelve million dollars. This saving he maintains will not in any way cripple any educational function of the State government. The saving will be made by eliminating the many leaks that he has been able to observe from his position as State Treasurer. For example, he has promised in his campaign pledges to substitute business for politics in State government; he has promised that he will not build up a personal machine with its consequent expense and that he will abolish unnecessary offices and commissions. As I have said before, and which he wishes me to emphasize, he will do this without hampering any educational function within the State."

Now note the following in the same communication written of Mr. Richardson when he was State Printer: "Perhaps the greatest compliment paid Mr. Richardson was that of Edward Hyatt, who was State Superintendent of Public Instruction from 1907 to 1919, and his words give explanation of what he means when he says he will reduce state expenses. His words follow: 'I only know that the publications formerly costing us fifteen cents we now get for a nickel; that every state text book on the list has been reduced in manufacturing cost from one-fourth to one-half; that free school books costing the State one-fourth of a million dollars during the past year, but for him would be swamping the whole enterprise with a prohibitive bill approaching a million. When I think of this it looks like Hercules instead of plain Richardson.'"

These statements, taken together with those that the Governor has made during the last few days, show conclusively that even if the Governor is honest in his attempts at economy, he is as a man living in the past. He harks back to the year 1917 in speaking of education and says that "the budget that year was \$57,000.00 and the work accomplished has never been excelled, but then Mr. Hyatt was not then engaged in politics and consequently did not need much money."

It would be ridiculous were it not pathetic, to think of a Governor of a great commonwealth assuming that school expenditures could remain at a fixed level over a considerable period of time. Even in his statement of the \$57,000 budget for 1917, Mr. Richardson falls \$49,000 below the actual facts. He omits \$24,000 of fixed charges available for the salaries of the Commissioners of Education and \$25,000 for physical education. Mr. Richardson should have stated that the budget for 1917 was \$106,000. The natural growth in population alone is sufficient to warrant a largely increased expenditure. We now have more stringent, compulsory educational laws and increased age limit and a great desire for schools everywhere. More than this, education, in common with all other civic, social, industrial and commercial enterprises, has taken marvelous steps forward since the great war. Of course, it costs more to finance education today than it did formerly.

#### WHO IS ADVISING THE GOVERNOR?

No business man would endeavor for a moment to discuss intelligently the budget proposals as applied to any phase of business activity without a thorough study of such enterprise. It has been clearly demonstrated that neither Governor Richardson nor his Chief Budget Maker has made any such study. They know nothing about the work of Teachers' Colleges or of teacher training, and have made no attempt to find out. If the budget proposals go into effect, the work of teacher training in this State will be put back several years. It is significant that where in every instance the teach-

ers' colleges have been made to suffer, that the University of California, on the other hand, not only receives a budget appropriation equal to that asked, but in excess. We do not believe the appropriations for the University are too great. We wonder, however, whether those with whom Governor Richardson is most closely connected are of University rather than teachers' college affiliation.

#### GOVERNOR CHARGES GROSS EXTRAVAGANCE

And now listen to a pronouncement of the Governor in his message to the members of the Senate and Assembly. Under heading of Thrift in the Schools, he says, "the recommendations made for the schools are undoubtedly greater than they should be, but it has been my purpose to be liberal in the matter of education. Extravagance in educational matters has run riot during the past few years. \* \* \* Politicians in the guise of educators have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education." Does the Governor honestly believe the recommendations in the budget are greater than they should be? And at whom does the Governor drive when he speaks of "politicians in the guise of educators"? Of course, he means the Superintendent of Public Instruction, the City and County Superintendents of Schools and the officers of the California Teachers' Association, school principals and supervisors and, in fact, teachers everywhere. He says further, "that a great political organization has been built up." Here again, reference is made, not alone to our State Administration Department, but to the educational organizations of the State. We have realized for a long time that certain dangerous political forces in California were using every effort to make ineffective the efforts of the California Teachers' Association and the California Council of Education. What does he mean by the politicians who in the guise of educators, have denounced advocates of thrift? It so happens that the Executive Secretary of the California Teachers' Association is at this time Chairman of the



National Committee on Thrift Education, and it happens further, that the Superintendent of Public Instruction is on record throughout the nation, in his advocacy of thrift in the schools and out of them.

The Governor says that "the expenditure of school money in this State must be put on a business basis." Of course it must be. This is what all good people stand for. He says, "the schools must not only teach but practice thrift." We wonder if the Governor can give the school people points on the practice of thrift. He is, indeed, generous when he says, "educators should be left in control of educational matters, but sound business men should be in control of expenditures."

It is difficult to realize how far back we should take our place among the States should the Governor's Budget Proposals, as they affect education, be ratified. With the appropriation for the teachers' colleges slashed, the consequent reduction in teaching personnel, the elimination in curricula, the lowering of standards, the elementary schools would be hampered and weakened. Untrained and immature teachers would at once displace the trained and effective corps of the elementary and high schools of today. When teacher training is weakened, the very heart of the school system is touched.

#### IS THE UNIVERSITY TAKING A HAND?

Much as we regret the fact, the hand of the University seems to show itself in the strangulation plan. It will be remembered that the University of California had a committee at work at the Legislature two years ago. This committee did everything possible to defeat the junior college bills and the teacher college bills, then before the Legislature, which, however, were overwhelmingly passed over the protests of the University authorities. The present budget of Friend William Richardson would starve out the junior colleges and teacher training institutions and make it impossible for these to qualify as degree granting colleges. What the University failed to accomplish directly, is being accomplished by Mrs. Nellie M. Pierce, the maker of the Budget, who, in common with the

Governor, would starve these institutions to death. Can it be possible that the Governor's Budget Makers are securing professional advice from one of our largest state supported institutions?

#### GOVERNOR HAS EFFICIENT ASSISTANT

Mrs. Pierce has been properly chosen for this work, she already having rendered valiant service toward ruining the schools of New Mexico. It would be sad, indeed, if such an unholy cause as that of throttling public education should unite all university forces—Regents, Administration, Academic Senate and even the Department of Education. It is regrettable that the narrower minded members of this latter faculty seems to believe in teacher training and degree granting only as such can be directed from the University itself.

#### EVERY TEACHER SHOULD TAKE

##### A HAND

The school people of this State, backed by the splendid forces that made possible Constitutional Amendment No. 16, must see to it that what is now the outstanding state educational system in the country is not strangled. Every effort should be made to support the hands of the Governor and his Budget Makers at every point where economy can properly be practiced. But the schools belong to the people, not merely to a portion of the people. The integrity of the schools must be preserved. The California Teachers' Association and the California Council of Education and the Sierra Educational News will stand squarely behind any legislative movement to keep intact our fine system of education, which is the greatest asset of the State today. We know that the social, fraternal and commercial organizations; the Federation of Women's Clubs, and the Parent-Teacher Associations will rally to the support of the schools as they did in the interest of Constitutional Amendment No. 16. Every teacher in the State should see that these organizations are informed of the situation, in order that they may take action and that such action be made known to the men and women of the Senate and Assembly.

A. H. C.



SOME time ago the Ladies' Home Journal published an article attempting to measure the value of club and association work and more than hinted that, as at present conceived, much of it is ineffective. In the January issue of the Journal of Educational

#### A FUNCTION OF TEACHERS' ASSOCIATIONS

Method are brief editorial comments, appreciative and suggesting, in harmony with the Home Journal, some ways in which the results of such association conferences might be improved. It writes under the title "For Lack of a Follow-up." It says:

"Their intentions are good but their zeal is not matched by knowledge. The fault lies not so much in having big meetings as in not planning to turn to fullest account the enthusiasm for new ideas engendered by them. So much emotion with so little application leads to hardening.

"One of these days a State Association with its house organ and its district subdivisions will conceive and carry through as an example for everybody a systematic program. First, the representatives from the districts will meet and determine what forward steps are most necessary and feasible. They will lay out a program. They will undertake to get it adequately presented in their several districts. The House Organ will report their findings in full, and during the year will publish articles and suggestions for the information of all who are studying the questions involved. The district meetings will be preceded and followed by numerous section (local) meetings in which the issues at stake are thoroughly considered. At the next annual meeting of representatives, the State Organization will take account of stock and decide on the next move."

So long an excerpt has been made, primarily because the organization so well compares with the California plan; and second, because, in the light of the editor's characterization, the partial and inept way in which we

use its opportunities is so apparent. Elsewhere the present writer has said of association activities: "In general, the few studies undertaken are more or less transient and local and there is little indication of any serious investigation of any of them. . . . There is no indication that any of the associations print even partial reports of the studies in advance of their submission. Neither the topics chosen for investigation, nor the funds available for inquiry and report, are in any way creditable to teachers' organizations, yet this critical, detailed study of educational problems should be a major purpose of such organizations. . .

Every teacher, every principal, every superintendent, as a member of an abiding profession has need to be, throughout the year and the years, an inquiring constructive student of its problems, cooperating with others in private or association committee work to improve both the knowledge and the practice of the schools.

. . . It is a mortifying reflection that one-third of the 450,000 members of 30 reporting organizations are willing to make, or do make, so little use of their potential power; no work, in most cases is carried on during the year."

#### THE C. T. A. SITUATION

There is needed in connection with the C. T. A. the adoption of an aggressive campaign for a year, or longer as may be needed to attack and consider critically, and finally resolve one or more important school or educational questions, with the entire association and all of its parts organized for work upon it; in which every one may have a share and to which he shall make his contribution, large or small, and in whose conclusions he may be a partaker. Maybe this is the next step for the C. T. A. to take,—the purposeful systematic reorganization of our professional program, as we have so successfully reconstructed our Association machinery. It is for this the machinery exists. Just as mercantile buildings and furnishings, and the equipment of the factories and farms can be justified only as they yield their respective coveted products and profits; so, in our association life, section affiliation, and increasing

membership, and supporting finances, and enthusiastic and tumultuous meetings, and distinguished speakers, and the careful selection of managing officers, and long lists of resolutions,—must all be regarded, in the final analysis, as means only to educational ends which they are meant to serve. The tangible and more obvious outside may not safely be substituted for the keen inquiry, the steady, unyielding effort to find the truth in the premises, to apprehend the lessons of the conference, and carry them to their conclusion, sustained study and mulling over the difficulties under which they are resolved. A sound pragmatic philosophy warns us that no thinking or feeling is complete in experience until it has issued in its appropriate act or use. It is also a "lame-duck" and gets nowhere; we have the shell, the machinery, only our display.

These reflections and suggestions are respectfully commended to the Central Educational Council, to the several section councils, to program makers, and others interested in building up an organization that shall be as famous and respected for its professional achievements and the improvement of teaching practice, soundly grounded in valid theory as our California plan of organization has become among the States.

R. G. B.

**O**UR State Government is almost entirely supported by a tax on corporations.

Corporations pay no local tax.

The Legislature is authorized to fix the corporation tax at a figure equivalent to that paid locally by private property owners.

WHAT IS THAT BACK OF IT? The Constitution requires that out of the revenues derived from the corporations and all other sources there shall be first set apart the moneys to be applied by the State to the support of the public school system and the State University.

The teachers' colleges and technical schools are a part of the public school system. (See Section 14 of Article XIII, and Section 6 of Article IX of the Constitution.)

The rate paid by corporations has always been far below that paid by private owners.

But owing to the great influence of wealth and the fact that it requires two-thirds of all the members elected to each of the two houses voting in favor thereof, it is extremely difficult to increase the tax rate on corporations.

Heretofore all upward changes in the rate on corporations have been brought about because of the need of the State for more funds to carry on its service to the people.

Knowing that equalization of the corporation and private property rates would warrant a substantial increase in the corporation taxes, the moneyed interests have, during recent years, been strenuously opposing any expansion of state service or any increase of state aid to education.

The corporations are trying to restrict, reduce and destroy state service in order that state expenditures may be decreased and the tax rate on corporations reduced.

In 1920 the people by a two-thirds majority fixed the state appropriation for public schools at \$30 for each unit of average daily attendance.

Unless the recently accelerated growth in average daily attendance is stopped, the State will have to have more revenue. It may have to fix on corporations a tax rate somewhat equivalent to that paid by the common citizen.

Music, art, home economics, vocational, part-time, adult and physical education all are helping to popularize learning, to keep the children in school, to swell enrollment and average daily attendance—therefore it has been decreed that they must go.

If the Legislature approves the Governor's budget, the California elementary schools will have to run without professionally trained teachers, and the high schools without teachers of special subjects.

If this should happen, the enrollment and attendance in the schools will doubtless fall off, the cost to the State will be decreased and corporations will be saved from paying their just share of the taxes.

A. H. C.

## GOVERNOR WRECKS STATE BOARD OF EDUCATION AND TEACHERS' COLLEGES

WILL C. WOOD

State Superintendent of Public Instruction

THE Richardson budget, so far as it relates to education, is a compound of incompetency and chicanery. Candidate Richardson, before the primaries, solemnly promised to save the State from twelve to fifteen million dollars over the former budget without "hampering any educational or humanitarian function."

Waiving the question whether he has saved the \$12,000,000 over the former budget, which is vigorously challenged, and laying aside all discussion of his treatment of humanitarian agencies, we find that his budget will damage the State Department of Education during his term to such an extent that it will take years for it to recover. An educational department or institution cannot be built up in a day. Its effectiveness is dependent upon its personnel. Once the personnel is scattered, it will be most difficult to build up a department equally effective.

The Richardson wreckage is not for two years only. It is for at least a decade.

I need offer no defense of the State Department of Education. Throughout the nation it is recognized as one of the most effective and progressive.

### High Mark Set

The present State department has succeeded in putting California in a premier position among the State school systems, according to the method of rating adopted by the Russell Sage foundation.

But Mr. Richardson says the department is not economical. In fact, he indicates that he thinks we are spendthrifts. He therefore cuts the expenditures for the State Board of Education from \$204,000 this biennium to \$125,440 for the next. In addition to this, he confiscates about \$40,000 of revenue earned by the office during the biennium. He cuts the Superintendent of Public Instruction budget from \$105,000 a biennium to \$85,640. He also cuts out the entire appropriation of \$25,000 for the office of the division of normal and special schools and transfers all the detail work of that office, which has taxed the energy of two faithful people, to my office to be handled by me personally at odd moments when I am not superintending the education of more than 800,000 young people of the State, serving as

executive officer of the State Board of Education, acting as university regent, and doing the thousand and one other things that a superintendent must do.

The total amount trimmed off the budget for the State educational offices is \$122,920, or about 37 per cent. And this in spite of the fact that the school attendance of the State increased over 23 per cent during the last biennium!

### Expense Statement

Governor Richardson hopes to make the people believe the State Department of Education is extravagant. We meet his charge gladly and frankly. To anticipate any evidence of extravagance he may present, I submit an official statement of the annual total expense of the offices of the State Superintendent of Public Instruction in various comparable States. The statement is as follows:

State	Total Expense
Ohio .....	\$100,690
Illinois .....	221,270
Indiana .....	116,515
Michigan .....	152,535
Connecticut .....	519,050
Pennsylvania .....	476,656
Wisconsin .....	233,025
New Jersey .....	182,590
Massachusetts .....	311,504
Minnesota .....	208,110
CALIFORNIA .....	53,379

All of the above figures are exclusive of vocational education funds distributed to school districts. The cost of the office of Superintendent of Public Instruction in California is about half the lowest cost for similar service in States comparable to this State. Far from being extravagant, the State office is one of the most economically conducted educational offices in the United States. In spite of this fact, Governor Richardson has cut the appropriation for the State offices 37 per cent.

To sum up the effects of the Richardson budget on the State educational offices, it eliminates practically everything in the nature of professional supervision. What is left of supervision is so inadequately provided for that only third-rate people may be employed. All the



State office force will be so loaded with clerical and other non-professional detail work that the effectiveness of the office for purpose of supervision will be destroyed. He found an educational office that was noted for efficiency and effectiveness; he would leave it a wreck. It is for the people to decide whether his will is to become law.

#### Teachers' Colleges

Governor Richardson has never visited a California teachers' college or normal school, so far as I can learn.

His chief budget maker has never seen a California teachers' college, according to her own statement. She has never seen a teachers' college or normal school in any other State except New Mexico, according to the same statement. We invited her in November, 1922, to visit one or more of our California teachers' colleges; she replied that she would not be interested.

Posing as an expert on budget matters, she has prepared a ridiculous mass of figures, so arranged as to deceive the Legislature and the public. It is significant that for the first time the makers of the budget have withheld from the Legislature the statements of needs presented by the various departments.

Neither Governor Richardson nor his budget adviser has the slightest conception of the actual effect of their budget on the work of the teachers' colleges. They have never even consulted the people in charge of the colleges as to the effect of the proposed cuts.

To Governor Richardson the teachers' colleges are merely so much expense which by California law must be paid by taxes from his corporation friends. To those of us in daily contact with their work the teachers' colleges are more than this; they are more than grounds and buildings; to us the teachers' colleges mean thousands of young men and women devoting their years to training for teaching the boys and girls of California.

It is not the State Department of Education which will suffer; it is not alone the faculties of the teachers' colleges; it is not alone the students of the teachers' colleges, but the injustice will extend to the boys and girls of the elementary schools of California, for whom trained teachers will not be available for many years to come.

The greatest crisis which the schools of California have faced heretofore grew out of the collapse of teacher training resulting from the war. The calamity of the World War in

its effect upon education in California will be completely overshadowed by the effects of the Richardson attack upon the heart of the school system, the teacher-training function.

A cut of 10 per cent from the budget requests might have been an honest effort at economy.

A cut of 20 per cent might have been the result of ignorance.

**BUT A CUT OF MORE THAN 60 PER CENT CAN MEAN NOTHING BUT A DELIBERATE EFFORT TO RUIN THESE INSTITUTIONS,** which must supply the teachers for the elementary schools of our State.

**The amounts requested and the amounts cut by Governor Richardson from the budgets of the several teachers' colleges are as follows:**

Teachers' Colleges	Total Budget Request	Cut by
	(Including improvements)	Governor Richardson
Chico .....	\$348,680	\$142,200
Fresno .....	664,000	399,720
Humboldt .....	197,021	121,081
San Diego .....	587,640	371,000
San Francisco .....	1,358,780	1,115,880
San Jose .....	975,690	590,030
Santa Barbara .....	586,900	428,190

When soliciting votes Friend William Richardson pledged his word to the voters of California that the educational institutions would not be hampered or interfered with. Is it possible he is sincere in believing that a blind slash of 60 per cent from requests for operating appropriations will not "hamper" them?

#### "Gone Back Four Years"

Total expenditures for the seven normal schools in the 1919 biennium were \$1,547,803.34. For the 1923 biennium Richardson proposes expenditures of \$1,549,610. In other words, we have gone back four years in spite of the fact that during that time the institutions have been transformed into teachers' colleges and have increased their enrollment nearly 200 per cent!

A campaign of misrepresentation has been carried on for several weeks in newspaper interviews supplied by some member of the administration. Believing that Governor Richardson was not personally sponsoring this propaganda of deception, the Department of Education has made no answer, but now promises to lay the facts before the public in the near future.

One outstanding feature of this campaign has been the effort to convince the public that junior college students in teachers' colleges were responsible for a large part of the cost



of operation; and now the astonishing fact is that the most severe cut in the Richardson budget has been applied to San Francisco State Teachers' College, which has never enrolled a junior college student!

### Three Possibilities

The budget recommendations involve the elimination of junior college departments from the teachers' colleges at Arcata, Chico, San Jose, Fresno, Santa Barbara and San Diego, but the faculty positions which the Governor recommends abolishing are not those of instructors dealing with the junior college students!

If the junior college students are barred from the teachers' colleges, three possibilities remain:

1. Each community can organize as a junior

college district and spend from \$100,000 to \$500,000 for buildings and plant, and enable the students to continue their education at home.

2. The students can go to the State University.

3. The students can abandon their hope of further education.

If the first plan is followed, State aid must be given these junior college districts according to present law, at \$100 per student. This will cost the State in the next two years approximately \$200,000 and the additional cost to the communities aside from buildings will be more than \$300,000. But the Governor seemingly has no intention of furnishing State aid, because he has not included this \$200,000 in the budget of State aid.

## COMPULSORY EDUCATIONAL LAW AND ITS ENFORCEMENT

S. L. McCrory, Blythe, Calif.

THE first agitation for a compulsory education law resulted in as much opposition as the Volstead Act has brought about. The public held to the principle that parents have brought their children into the world and have the right to say how those children shall spend their time. However, that is only one side of the problem. Children are first the care of parents, but, nevertheless, society is very much interested in how these children are brought up. If parents make a mistake society must pay the price. When that fact became quite generally recognized, the opposition to compulsory education began to lose its force, for it was readily seen that since the child is a part of society, society has a right to serve its own best interests by seeing that the child grows up to become a useful member thereof.

The individual continues being a member of society long after he leaves the parental roof, and for this reason the public is even more concerned over the child than the parent, aside from the element of love, and where parents are opposed to giving their children a chance to make the most of life it is evident that the love element is exceedingly insignificant, if not missing entirely.

The public long ago recognized that it was its business to provide educational facilities, but not until the latter part of the nineteenth century and first part of the twentieth did it positively come to the conclusion that its busi-

ness was also to see that the educational facilities were utilized by the masses. Since education is essential to public welfare, then the public needed to accept the task of bringing all the children into the schools, for only in proportion as education is universal may the interests of all the people be protected.

The individual does not live alone nor for self alone. Every individual lives from the public to a very great extent, and because of this it is the public's business to have something to do with the forming of the individual's ideals and his preparation for life in the circles of society.

There is no question whatever about the sanity of compulsory educational laws; the only thing that is surprising is that it took people so long to see the relation of the individual to society and to recognize that it is as much the business of the public to aid in the development and training of the individual as it is to interfere with that individual's personal inclination should he become a moral menace to the public.

The States which had developed a keen educational consciousness during the nineteenth century were first to pass compulsory attendance laws. During its early colonial days Massachusetts stressed the need for education and made it compulsory for towns with a limited number of households to provide educational facilities for the rising generation, and that idea of going to school became firmly implanted

in the New England mind. Wherever New Englanders went they carried with them that educational consciousness, and for that reason the North Central States and later the Western States, getting an influential influx of people from New England and regions settled by New Englanders became strong educational States. Likewise, these States were in the forefront of the movement to provide for compulsory attendance.

The Southern colonies were settled by those who assumed that education was a responsibility of the family. They adopted the non-interference attitude, with the result that as time went by the educational consciousness was not developed. There was a wide difference between the southern and northern sections of the country in respect to education. That difference has continued down to the present time. The Southern States have lagged behind in passing compulsory educational laws, and have a tremendously high percentage of illiteracy. It may be argued that this is due to the presence of the negro. In part this is true; nevertheless, the fact remains that in no less than six Southern States the percentage of illiteracy among the native whites is more than three times as high as for the nation as a whole, taking all classes together, and fifteen times as great as Massachusetts, Connecticut, and some of the North Central States that have maintained adequate compulsory school attendance laws for a number of years.

At the present time every State in the Union has a compulsory educational law of some form or other, although many of these are inadequate. During the past ten years one of the fruitful sources of educational legislation has been compulsory attendance. The biennial reports of the National Bureau of Education show that the trend is toward making laws more effective. Gradually the age limit is being raised, and the minimum number of days of required school attendance increased. Where it was once thought sufficient to require children to attend school until twelve years of age, most States now exercise control until fourteen or sixteen years of age. A number of States, about half now, have laws requiring attendance at school for a specified number of days each year until the child is sixteen.

Compulsory attendance laws have done many things, among which may be mentioned, reduction of illiteracy, lessening of child labor and the elimination of a large percentage of juvenile delinquency.

In 1910 six States had no compulsory attendance laws. These were South Carolina, Georgia, Florida, Alabama, Mississippi and Texas. In all of these the percentage of illiteracy was high. In four out of the six it was in excess of 20 per cent. During the next decade compulsory attendance laws were established, all but Mississippi passing such laws in the early part of the decade, and illiteracy was reduced to 7.6 per cent in Texas and South Carolina. While this reduction in illiteracy cannot all be credited to the compulsory attendance laws, yet there is no doubt that the laws did help very materially. Mississippi, Alabama, Georgia and South Carolina were among the last to enact compulsory educational laws, and only one other State has a higher percentage of illiteracy. That one exception is Louisiana, which was behind educationally for so long that it is difficult to catch up with the procession. However, with compulsory attendance laws Louisiana is rapidly lowering the high percentage of illiteracy, making a reduction from 29 per cent in 1910 to 21.9 per cent in 1920.

1922 Bulletin No. 13 of the Federal Bureau of Education says: "Probably the greatest weakness of compulsory education laws is in the list of exemptions usually attached to the attendance requirement. It would seem to be the practice of opponents of compulsory attendance when beaten at other points, to make a last stand at exemptions and there try to render any proposed law nugatory. Some exceptions are desirable, of course, but that these provisions in attendance requirements have been much abused can hardly be controverted."

It is certain that the law may be made practically if not entirely null if the matter of exemption is not carefully determined. For example, the Alabama law of 1917 makes the following exemptions: (1) child who has completed seven elementary grades or the equivalent; (2) child residing two and one-half miles or more from school, unless public transportation is provided; (3) child whom teacher, with approval of attendance officer, may temporarily excuse; (4) child mentally or physically incapacitated for school work; (5) child whose services are necessary for his own support or the support of his family, as attested by affidavits, or child without necessary books and clothing for attending school, unless the same are furnished through charity or otherwise.

Some of these exemptions are just, but it is

readily discernible that others may be used to practically annul the law so far as certain individuals are concerned. Surely no child should be allowed to quit school on the completion of the seventh grade work while still under the specified compulsory school age. Teachers and attendance officers should never be allowed to arbitrarily determine whether or not a child shall be excused. The law should clearly specify under what circumstances the teacher and attendance officer may excuse, otherwise there is apt to be laxness in the enforcement. No State is doing its duty by its children when it permits a child to stay out of school to support itself or family, under any circumstances. Widows' pension laws and other provisions for the support of families are doing away with the formerly very common exemption under the plea of support necessity.

Exempting children who have arrived at a certain scholastic standing is justifiable if the standard is high enough, since the purpose of the compulsory laws is to insure to every person a reasonable amount of education. The placing of this standard below that of completing eight years of work is setting up a standard that is wholly inadequate, and there is reason to doubt the advisability of excusing children who have not completed the ninth or tenth grade, or even high school. Whether that time has arrived may be open to debate.

The matter of law enforcement is one that has presented many difficulties. Some enforcement officers have done their duty efficiently while others have shown more or less favoritism, chiefly more. In some localities the school authorities see that the laws are rigidly enforced, while in others there is no real effort made at enforcement. Pennsylvania withholds school funds from any district refusing to enforce the compulsory attendance law or failing to do so.

There has been a tendency in recent years to increase the number of attendance officers and to definitely fix their duties and responsibilities. In 1919 Connecticut provided for a State agent to supervise the enforcement of the attendance law and also to assist in its enforcement. Iowa has placed upon County Superintendents the additional duty of more adequately supervising attendance. Other States are striving to correct the evils in connection with the effort to make the compulsory laws binding. You are all familiar with methods of enforcement in our own State of California.

The permanence of popular government, the safeguarding of the principles of democracy,

the welfare of the institutions of which America may well be proud, the preservation of the principles of the highest civilization—these are all dependent on the education of the masses. Anything short of the education of society as a whole is a menace to public welfare. Children cannot be expected to know what is best for themselves, and when parents or guardians deliberately ignore the duty which they owe to the children or are ignorant of responsibility to society, then the public must step in for its own self-protection. Thus is the principle of education to the extent of compelling attendance justified, and since the principle is justified, so also is it justifiable to go as far as necessary to obtain adequate results in practice.

All the children should be educated to the extent of their capacity for mental development. At least an elementary education should be given to every child with ability to receive it. For those who live at a distance from any school, transportation should be provided. Attendance laws should be standardized—the laws should be rigidly enforced, while exemptions should be rare. It seems that the best plan of enforcement is for the law to be enforced by local authorities with proper State or county supervision, and a withholding of funds from districts which fail to see that the provisions of the law are properly observed.

Education is entirely too important to be neglected, and there should be no half-hearted consideration of compulsory attendance. Progress is being made rapidly, but nationally we are still far from the goal of adequate results.

I venture the suggestion that the standard which every child is required to attain should be scholarship and not age.

### WHAT ARE YOU GOING TO DO ABOUT IT?

YOU have doubtless read the articles on the Governor's budget for education, written by Superintendent Wood and reprinted in this issue; also the comments of the editor. What can you do about it?

First, you can see that the information is put into the hands of the citizens of your community who are interested in education.

Second, you can ask them to enter protests with their Senators and Assemblymen against the unreasonable cuts in the budget of the State Department of Education and the teachers' colleges.

This is only the opening of the battle against free public education and its cost to the State



## A FRESH USE FOR THE PATRIOTIC HOLIDAYS

WILLIAM BYRON FORBUSH

Managing Director, National Honesty Bureau

**N**O holidays are more enjoyable in school than Lincoln's and Washington's birthdays. They brighten the short, dark days of midwinter. They give occasion for decorations of log cabins and hatchets. They offer opportunity for patriotic displays and teachings. And yet—and yet—

If there were something a little more new, more near, more practical in it all.

Let us keep on doing these things, but is there not one more, one fresh thing, that we need not leave undone?

What personally do Lincoln and Washington mean to the average school child? Is it not this, that Washington was an honest boy, that Lincoln was a man of such integrity that he was known as "Honest Abe"? How about emphasizing old-fashioned honesty now?

Doesn't the world need it? We make a lot of thrift in schools, and a lot of domestic science, the handmaid of thrift, because these are such "practical" subjects. But wouldn't it be practical, in a land where the annual losses through theft are over a third of a billion dollars, to say or do something that might help save this incredible leakage? In a time when the age of criminals is growing steadily lower and the corruption of boyhood by "the crime trust" is a menacing peril, isn't there room and place in the schools for vigorous counter-education.

The writer has recently been seeing some interesting experiments. In one school he saw the superintendent, as an English exercise, ask six questions out of real life about what would be honest practice in a given situation. He gave the pupils ten minutes to answer. He was enthusiastic about the results. "The pupils are thinking morally straight — give them a chance," was his testimony. In another instance he saw a teacher correlate an honesty lesson with the commercial arithmetic, in another with the history, and in a third with the spelling. In Montclair, N. J., a teacher of book-keeping was telling his pupils how he had just been obliged to refuse to help a recent graduate to secure a bond as an employee, because of his dishonest record in school. Another teacher is helping her pupils compose and produce a play founded upon a biography of honor.

This is not an "extra." It is part of the

day's work, and so important is it for the future, it is a part of the day's job.

Not long since an eminent American business man, Mr. William B. Joyce, chairman of the National Surety Company, became so impressed with the necessity of crime prevention that he instituted an Honesty Bureau, to help teachers revive the eighth commandment. A book of methods and stories, entitled "The Honesty Book," has been prepared and published by the Bureau, and a copy will be freely sent to every teacher who will promise to use it. It will be especially helpful for the February holidays. It will be useful all the year. The address is, The National Honesty Bureau, 115 Broadway, New York.

## BANKERS AND TEACHERS

E. J. KLEMME, Bellingham, Wash.

**R**ECENTLY 11,000 bankers met in their annual National Convention. It was a great occasion. It took more space in the newspapers than would be required to report a dozen meetings of the National Education Association.

What is the occasion of so much publicity? Is money more important than men; silver than citizens; preparedness than pedagogy? Is the public school to go into second or third place while Wall Street takes first? Is economics to supersede education and the 200,000 extra wealthy men to get every publicity while the 20,000,000 school children are to get none?

The prominence given the bankers' association is not because the names on their programs were great national characters. Not one name is an outstanding figure. In one N. E. A. gathering are more men of national standing than can be found on a dozen bankers' programs like the one held in October last.

What was said and what was said about what was said, explains much of the great space given the bankers' convention by the newspapers. Big problems were discussed and pressing present problems for which there is some solution within the public's grasp were taken up. They spoke "right up in meetin'" even if they did not agree with the government.

Preparedness was a big factor. Speaker, newspaper and the public were all prepared. People were led to expect something.

The bankers had sold their business to the public. Educators should sell education, and we have more to sell than the bankers. If the banking needs a publicity agent, then edu-



cation needs a half dozen. We have something to sell. We deal with mind, not matter; character, not currency.

The Bankers' Association summed up its labors of several days by recommending that colleges and universities be asked to co-operate with them in teaching us all to "think soundly along economic lines for the safety of our democracy."

Truly, the Bankers' Association, with its big program and its wonderful publicity, must depend upon education to secure for itself and for the nation the realization of its forward-looking plan. Truly the little red school house is important.

### HOW THE PARENT-TEACHER ASSOCIATION CAN HELP THE SCHOOLS

THE subject of tonight's broadcast which is No. 13 in the series of United States Bureau of Education broadcasts, is HOW THE PARENT-TEACHER ASSOCIATION CAN HELP THE SCHOOLS.

I want to tell you what a parent-teacher association is, and how it can help the schools. A parent-teacher association is a club of fathers and mothers and teachers. This club or association meets regularly in the schoolhouse to talk over the needs of the children. A parent-teacher association is necessary because parents and teachers need to understand each other. Parents and teachers are equally responsible for the training of children. They must work together with sympathy and understanding. The best place for them to meet is in the schoolhouse.

Years ago the teacher "boarded around" in the homes of the children. The teacher and the parents could then talk over the matters of discipline and conduct in the intimate friendly way. The sympathetic cooperation of parents and teachers was easily established when the teacher "boarded around."

But the teacher of today does not live in the homes of the children, and rarely gets time to visit their homes. Comparatively few parents visit the school, and when they do, it is generally because their children have got into trouble, or are failing in their work. Therefore, parent-teacher associations have grown up in order to bring the parents into the school where they can talk over the education of their children with the teachers. At the monthly meetings of these associations, they discuss the need of giving the children physical care before they enter school so that

they will not come to school handicapped by ailments that might have been corrected. They talk over the matters of school attendance and how to make the school a model in school attendance. They discuss the state laws that benefit the schools. They make a study of amusements and recreational opportunities in the community and plan wholesale play for the children out of school hours. They chaperone the dances. Among other things parent-teacher associations work for better schoolhouses, better paid teachers and school playgrounds. They find out what a standard school is, and then work for it.

Parent-teacher associations can help rural schools as much as they can help city schools. In Colorado a rural school becomes a standard school only when it has a parent-teacher association. When a rural school in Colorado reaches the standard, a bronze plate is nailed on the schoolhouse.

And remember that if the parent-teacher association is to help the schools effectively, fathers as well as mothers must belong to it. In Delaware, in the rural communities, men make up one-half the membership of the parent-teacher associations.

The United States Bureau of Education has found that parent-teacher associations are organized in every State. There are over half a million members in the United States. In forty-three states there are state organizations of parent-teacher associations. Some of the things that these associations do is to serve school lunches until the school can afford to do so. They furnish books to the school libraries. They provide victrolas and other musical instruments. But, most important of all, they cooperate with the school authorities in their efforts to get enough money to improve the school.

A parent-teacher association does not help the school by interfering with the discipline or curriculum of the school. It has no administrative powers. It must not be used to further political interests. It must not connect itself with commercial interests. A successful parent-teacher association knows no church, no politics, no class, no nationality. It is an essentially democratic club where all the members cooperate to help the school to do its best work.

Is there a parent-teacher association in your school district? If so, are you a member of it, and are you backing up the efforts of the school authorities to get the best kind of

educational opportunities for your children? The school people need your help because improvements in schools cannot progress any faster than the state of public opinion about the schools. Parent-teacher associations can help to influence public opinion so that the children in your community will have the best schools in the country. But this cannot be done unless the parent-teacher associations really study the facts about the schools so that they can support their arguments for better schools.

Some parent-teacher associations study their children's schools very systematically and thoroughly. First, they divide their members into standing committees. They have one committee which studies playgrounds. This committee makes a map of the district. Then they visit every playground in the district and put it down on the map, and also record how many square feet of play space there is for the children of each school. Then when the school is asking for more money for additional playgrounds, the parent-teacher association has the facts to prove why they are needed; some associations have these facts printed in an interesting way which attracts and holds attention.

Another committee of the parent-teacher association makes a survey of the conditions of school buildings. The members visit every school in the district. They make out a questionnaire, and on it they record how many classrooms there are in each school building, and how many children there are so that they know how much congestion there is in the schools. They also find out whether the schools have such modern equipment as shops, cooking rooms, nature study rooms, auditoriums, and gymnasiums, or whether the children have nothing but school seats. They keep an accurate record of these things and they keep it up-to-date, so that when there is a campaign for money for more and better school buildings, the parent-teacher association has the facts with which to back up its arguments for better schools for the children.

Some parent-teacher associations publish a monthly bulletin describing conditions in the schools and trying to educate the public to the need of improvements. They invite well known educators to speak at the meetings. They never stop trying to educate themselves and the public generally about the kind of school improvements that their children ought to have.

If you are interested in parent-teacher as-

sociations and want to know how some of them have been organized, telegraph or write to the U. S. Bureau of Education, Washington, D. C. The Bureau of Education has issued a list of books for parent-teacher associations. This list contains names of recent books on child training and on the trend of modern education. The books on the list should be a part of every parent-teacher association library. The books mentioned will help you to help your school do its best work.

Suggestions for parent-teacher associations are also found in Angelo Patri's, "A Schoolmaster in the Great City," and "Child Training." The library of a parent-teacher association should contain these books and many others.

The United States Bureau of Education will send suggestions for programs to everyone who requests this material, and will do everything it can to help your school.

Perhaps, however, you did not hear all of this talk tonight on HOW THE PARENT-TEACHER ASSOCIATION CAN HELP THE SCHOOLS. If you did not, and if you would like to have a copy of tonight's lecture, or any of the other radio talks made by the Bureau of Education, drop a postal to the United States Bureau of Education, Washington, D. C., Attention Radio, telling us the title of the radio talks of which you want us to send you copies.

The United States Bureau of Education will also welcome applications from broadcasting stations for permission to release education material furnished by this service.

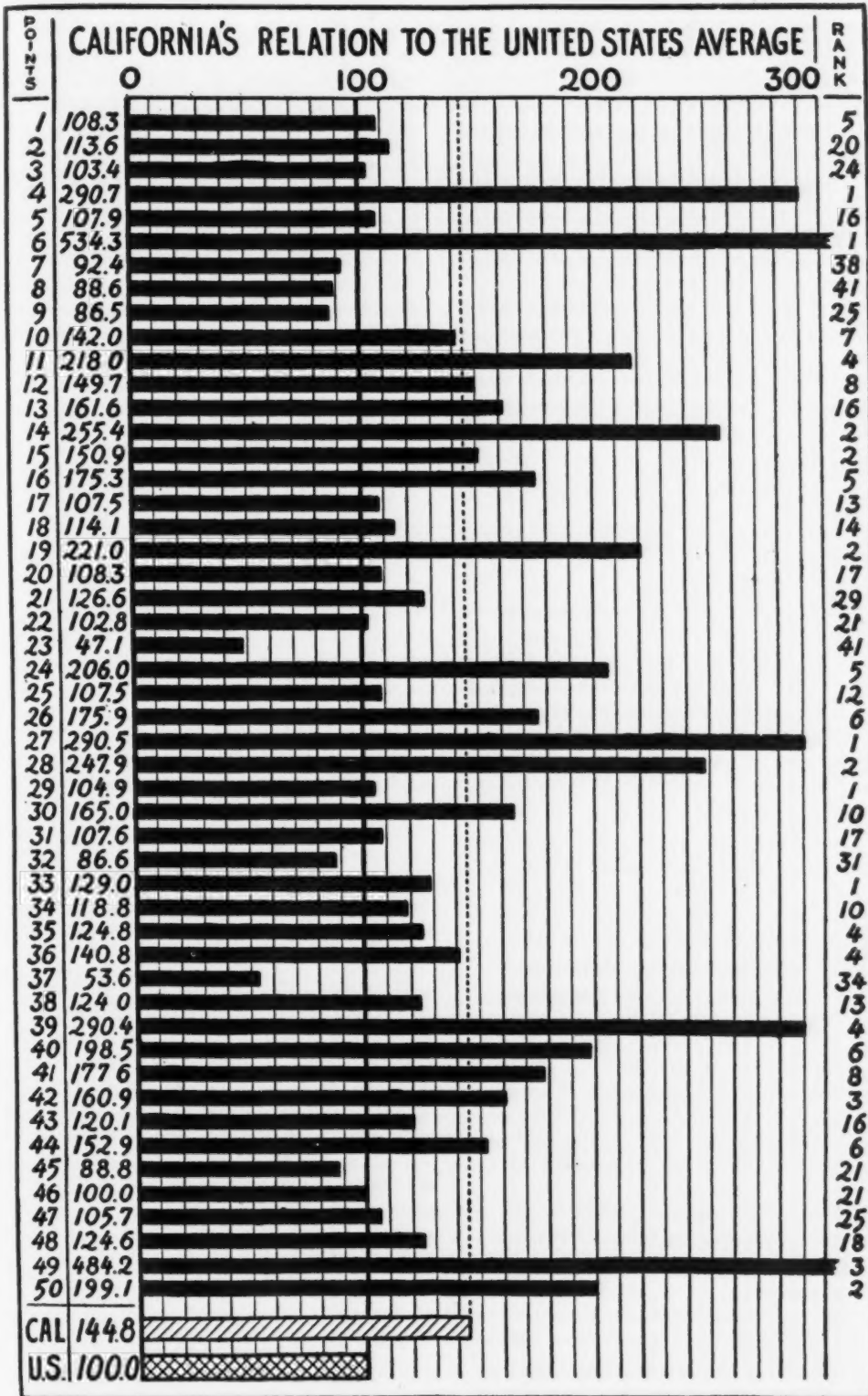
The United States Bureau of Education signing off—goodnight.

### CALIFORNIA'S PLACE IN EDUCATION DR. H. R. BONNER

U. S. Bureau of Education

THE accompanying diagram shows California's place in education with reference to the average for the United States. The states have been ranked upon 50 educational points, and the United States in each case is taken as the base of 100. It is seen at the bottom of the diagram that California has an index of 144.8. This means that California is 44.8 per cent above the average for the United States on all 50 points combined. This index places it far ahead of any other State in the Union.

On point No. 1 California's index is 108.3, indicating that California is 8.3 per cent above the average for the United States on this point, which is the percentage of children five



California's Relation to the United States Average



to eighteen years of age enrolled in public and private schools of the United States. This index number is found by dividing the percentage of such children in school in California by the corresponding percentage for the United States. On this point California ranks fifth, as shown in the last column of figures on the right. On the second point California's index is 13.6 per cent above the average, and it ranks twentieth.

A glance at the column of figures at the right shows that California holds first place on the five points. On point No. 4, which shows the proportion of children four to six years of age enrolled in kindergartens the index is 290.7. On point No. 6, which shows the proportion of the population enrolled in evening schools the index is 534.3. On point No. 27, which shows the proportion of students of high school age enrolled in high school, the index is 290.5. On point No. 29, which shows the proportion of children in high school enrolled in four-year schools, the index is 104.9. It should be added that Arizona and California have no high schools other than four-year schools and they both contend for first place on this point. On point No. 33, which shows the average salaries of high school teachers, California's index is 129.0. While California ranks first on only five points, it will be noted that ten bars cross the 200-line, indicating that on these ten points California's index is more than twice the index for the United States.

On the other hand, it will be noted that California's index on seven points is less than the average for the United States. On point No. 7 it is seen that the proportion of children enrolled in school in average daily attendance is only 92.4 per cent of the corresponding percentage for the United States. On point No. 8, which shows the percentage of attendance in rural schools, California's average is only 88.6 of that for the United States. On point No. 9, which shows the proportion of teachers who are men, it will be observed that California has only 86.5 per cent as many men teachers as are found on an average in the United States. On point No. 23, California's index is exceedingly low, in fact less than half the average for the United States. This index measures the rate at which the States have reduced their illiteracy since 1910, and indicates that California has not been half as active in this matter as have other states. On point No. 32, California is again below the average. This item shows that the value of

high school property per student enrolled is only 86.6 per cent of the corresponding value for the whole United States. On point No. 37 California's index is only 53.6. This item measures the proportion of young people eighteen to twenty-one years of age enrolled in normal schools. On point No. 45, California has an index of 88.8. This item shows that California is below the average on the number of volumes in its college and university libraries to each resident student enrolled.

These points have all been weighted by 17 educational experts, and the resulting average for California is 144.8. Before they were weighted the corresponding index was 159.8. The result of weighting therefore reduces California's index considerably, and the only construction to be placed on the matter is that California ranked very high on some points that were not considered the most valuable. The corresponding index for Mississippi, the State which ranked lowest, was only about half of that for California, which means that educational conditions in this State are twice as good as they are in Mississippi. If a similar diagram were made for Mississippi, very few bars would cross the 100-line.

### WHERE ARE WE?

MRS. PIERCE omitted from the budget the statement of the funds appropriated for vocational education by the Special Act of 1917. We understand that Mrs. Pierce thinks that she has thereby repealed said Vocational Education Act; also that the allotment she has made for the elementary and secondary schools of the State takes precedence over the funds appropriated by the Constitution.

The result of repealing the Vocational Education Act would be that the State would lose, during the biennial period, nearly \$400,000 of Federal funds. All but about thirty thousand of these go to the high schools of the State to help support departments of agriculture in sixty rural high schools, departments of trades and industries in thirty-four other high schools and home economics instruction each year for more than 8,000 housewives.

Should the local school districts elect to continue this work, they would have to raise, by local tax, approximately \$730,000 in order to relieve corporations from paying \$365,000 in taxes to match the Federal grant.

After years of publicity directed towards the

(Continued on page 172)





# EDUCATIONAL LITERATURE



## The School Nurse

THE school nurse functions in two fields, the school and the home. Her duties in the former may be outlined briefly as follows: to assist the doctor in the routine health examinations of pupils; to make routine classroom inspections in order to detect communicable diseases and to make such other inspections as may be necessary; to assist in the monthly weighing and measuring of pupils; to assist the teacher in the instruction of pupils in various details of hygiene, through talks, demonstrations and drills, that this teaching may bring about concrete results in the establishment of right health habits; to act as advisor in matters pertaining to the health of members of the teaching profession; to work for the establishment of clinical facilities for corrective work if no such facilities exist in the community; to keep complete and accurate records of the physical and health conditions of all pupils; to be instrumental in improving sanitary conditions of school buildings and grounds; to encourage individual health conferences with pupils; and to encourage parent consultations at the school. In the home her function is to explain to parents the significance of physical defects and the necessity for having such defects corrected; to make adjustment for needed treatment; to visit the homes of pupils who are reported absent because of illness and to urge that such pupils receive proper medical care; to see that health teaching in the school is carried over into the home, to urge parents to be present at school at the time of health examinations; to take children to dispensary or other institution for treatment whenever the parents are unable to do so, the nurse having previously obtained in writing a request to that effect signed by the parent; to make every effort to appear on programs of teachers' institutes, parent-teachers' associations and meetings of other organizations interested in child welfare. —Pennsylvania School Journal.

## The Matter of Professional Reading

ANY teacher will fail who goes stale. She may serve as a cistern for a short time; but who wants to drink from a cistern if fresh water is available? To keep fresh you must have an inlet as well as an outlet. You must be a running stream. Of course, after two years—or four—of accumulation for your work, you feel all dammed up with information and ideas and you feel as if your supply would last indefinitely; but it won't last long unless replenished, and—more important still—it will go stale on you without a constant feeder. In short, to keep fit you must continue to read and study. If you don't, you may read "Mene, mene, tekell, upharsin" (meaning failed and fled) emblazoned on the wall of your school-room.

One of the gravest criticisms made of the American school teacher is that she fails to keep fresh through professional reading. Every teacher should read at least two educational magazines, according to *The Normal Instructor* and *Primary Plans*, but as a matter of fact, with 800,000 teachers in the nation the total circulation of all educational periodicals is only 600,000. Allowing for teachers who do take two or more magazines, *The Normal Instructor* estimates that 500,000 or 62½% of the nation's teachers read no educational periodicals at all. To what extent educational books are read by teachers in service is problematic, but undoubtedly the showing, if made, would be no better than for magazines, and most likely worse.

To the casual critics the failure to do professional reading while in service is indicative of a gross lack of professional spirit and of small comprehension of the magnitude and responsibility of the teacher's task; it is indicative of the predominance of immaturity and transiency in the teacher ranks; it is consistent—whether as cause or effect—with the salary and tenure and social status of American teachers. Certainly the reading situation should be viewed with concern by every promoter of education and by every teacher.

For reform—for a new attitude and new habits—we must look to the new generation of teachers; so, Miss Schoolma'am and Mr. Schoolmaster, entering your first position this September, we hand you this timely tip: The people want fresh water for their children; so don't be a cistern but a running stream.—From the *Washington Education Journal*.

## Education Is Social

THE fundamental aim of education in a democracy is to enable the individual to develop to the fullest extent his capabilities and capacities, and to form such habits of learning as continually to increase his capacity for growth. Education is a social process, because it is the means by which society conserves and transmits its culture; because the school is a social group living in a social environment; and because the process of learning is a social process, being the interacting of mind with mind. If, then, education is to realize its aim, it must fit for social efficiency, including health, efficiency in the use of tools of civilization, and social service, or citizenship. These demands call for a closer articulation of the child with his environment, greater freedom for natural development in the classroom, a more flexible course of study, and a relegation of the teacher from the position of autocrat to that of guide in imparting instruction. Gradually the schools are adopting a methodology designed to meet these changes.—Emma E. Jenkins, Boston.

### Actual Performance

**F**IRST in importance as a moral agency should be placed the actual performance of the pupils themselves. It is one thing to hear right conduct praised or see it exemplified; it is quite another and more necessary thing for the boys and girls themselves to do the acts.

Character is essentially a matter of action, the habitual performance of certain kinds of deeds rather than others; and the only genuine way of learning how to do these deeds is to do them, just as tennis is learned only by playing it.

Nobody really understands what responsibility means until he has been intrusted with a task that has succeeded or failed because of him. So with respect to service, generosity and all the possible terms of the moral vocabulary; any genuine comprehension of them, as Aristotle pointed out, requires practice in the deeds themselves first.—Bureau of Education, Bulletin 51.

**Composition and Rhetoric**—By William M. Tanner. Ginn and Company. Pages XI-500-XXXVIII. Price \$1.56.

Next to the classical languages and mathematics, rhetoric is one of the oldest subjects of the school course. Naturally, it took its rise in academic experience with the ancient languages, English offering no original teaching material. The very nomenclature of our current vernacular rhetoric betrays its classical descent. English syntax and its congener language forms—the structure of the sentence, the dominance of the verb and substantive, the distribution of its qualifying phrases, word and sentence groupings and vocabulary distinctions, are all represented in our vernacular by forms not found in other languages, least of all in the ancient ones. A rhetoric of the English language, enriched by acquaintance certainly, with universal language, must yet grow out of and express the genius and vital character of its own speech and writing. This Mr. Tanner seems to have exhibited admirably in his "Composition and Rhetoric." Training in the function of language to express individual experience, in the best current phrase, with an understanding of the primacy of the English sentence in all effective composition, clearness of thinking as the basis of clearness of expression, the paucity of many vocabularies and the means by which they may be permanently enlarged, the benefits to accrue from wide and attentive reading, and the virtues of a fixed habit of self-criticism—all find place in a strikingly well-rounded treatment thus hastily sketched. Much attention is given to correct speech and oral composition as a worth while exercise in itself, and as a basic habit for easy and effective written composition. More than one-third of the text is devoted to the sentence, the paragraph and the vocabulary as vital parts of all composition. The rhetoric section covers about 100 pages, comprising beside the usual division of narration, description, exposition and debate, an interesting chapter on the "Short Story." The book is beautifully illustrated on twenty full pages by specimens of real art, and used to supplement or vitalize the text. It is a great book on a familiar subject.

**Bound or Free, and The Wizard of Words**—By Catherine T. Brice. The Atlantic Monthly Press.

Here is an artistic bit of pageantry written by an expert in children's dramatics; two of them, indeed, presented in one little number. In the first are introduced four principal characters—Giant Ignorance, Fairy Shall-Be, Headless, and Constance. The first is an example of "wrongly directed strength, stupidity, craftiness and slothfulness." Fairy Shall-Be, by the use of a magic mirror, tells the Giant the future of his character. Headless is the feminine counterpart of Giant Ignorance, careless in speech and dress, coarse in manner. Constance is a modern school girl with perfect voice and speech, and well poised. Fifteen knights are represented as in danger of being bound by Giant Ignorance, but are finally to be set free through the intervention of Fairy Shall-Be and Constance.

The Wizard of Words is a very short spectacle, teaching by means of simple strategy the importance of the right use of words—especially who and whom. "Ah, words, words, words!" exclaims the Wizard. "Through you man expresses all his thoughts, feelings and emotions; by you he may be aroused to all action, good or evil. How great the need, then, to select carefully the words that so lightly pass our lips." Hoots is chosen to carry words to the King for his speech, but insists upon himself using who in place of whom, and whom instead of who; and for this obduracy he is changed into an owl flying abroad by night only, that he may not corrupt the speech of children.

**A Book of Choruses for High Schools and Choral Societies**—Edited by George Whitfield Chadwick, Osbourne McConathy, Edward Bailey Birge and W. Otto Miessner. Silver, Burdett & Co. Pages, 342.

The book contains eighty or more selections from almost as many authors or literary sources and not less than fifty musicians. It goes without saying that it contains nothing commonplace. No important "School" is unrepresented by one or more selections of the finer examples. Affirming that "as great literature is read and reread with delight, so does good music improve with closer acquaintance," the authors have emphasized in their choice of selections those having not only permanent value, but such as will appeal to the imagination of students of high school age, and to which they will return with the joy that interest and high appreciation bring. Specimens of classical music are interspersed with the works of contemporary composers much to the improvement of the total collection. It is a wonderfully comprehensive and varied assemblage of the really great music by standard authorities.

Following a critical "Introduction to Music Appreciation," an appendix of eighteen pages is given to notes upon the several selections with sufficient biographical characterizations of the composers to aid teachers and directors in wise choice of music to be employed and accepted interpretations. As a further aid in program

making, the music is grouped to fit in with the needs for celebration days throughout the year; as illustrating racial and national characteristics; examples of periods in music history; illustrating types of choruses, and styles of writing; beside a vocal classification, choruses, part-songs, solos, etc. It would seem to be a thoroughly usable book. Its typography is artistic and crystal clear.

**Every Teacher's Problems**—By William E. Stark. The American Book Company. Pages 368.

Teachers talk and write much of the significance and central character of the "problem" in teaching and learning, but practically neglect the formulation of their undertakings as problems. Instructional and disciplinary school difficulties are a challenge to intelligence, not custom; problems to be solved according to their nature, not evaded; a social situation to be investigated. Most difficulties arise or are augmented by meeting conditions in a conventional, therefore unthinking way; they are dissipated only by analysis and impersonal resolution. To have formulated a difficulty accurately, and to have faced it squarely with unafraid questioning, are the first steps, and assure a solution. Mr. Stark has courageously constructed his book upon these convictions. On 340 pages, 231 problems are formally stated and discussed. There are presented problems of discipline; of subject matter and method; of individual differences and economy of time; of health; the teacher's relations to school officials, supervisors and other teachers; and to parents. Readers will agree that the field of teacher perplexities is fairly covered. The considerations are conservative, but positive and constructive. It is astonishing the number of real, vexatious and often elusive situations that are given specific form, analyzed and accompanied by a suggested solution. As a book on school management it is unique in conception and treatment. An examination of the very full and satisfactory index reveals no topic in the traditional teachers' manual of control omitted, and a number of new ones incident to modern changed organization and school objectives. Not beginning teachers only, but many having both experience and learning will find the teaching of the author suggestive and safe.

**An Introduction to the Theory of Educational Measurements**—By Walter Scott Monroe. Houghton-Mifflin Company. Pages, 364. Price, \$2.00.

Few educational devices or practices have in so short a time run through a complete history from groping experiment to a fairly accepted body of doctrine as has scientific measurement of ability, processes and products in education. A dozen to twenty years cover it all. Except to a small coterie of specialists it is all yet very new. Of the rank and file of teachers few yet have developed faith in it; and fewer yet understand it. Its study offers an interesting academic problem, like formal discipline, or the dominance of the classic or the fine art references, or civic behavior as a school objective; but for use, it must be left to the expert. He may make the tests for us and report the re-

sults. Some such statement reflects the attitude fairly, perhaps, of the great majority of class teachers, of many supervisors and executives. With a bit of sly humor, it is allowed to be an interesting fad that will run its course like vertical writing, or Latin in the Grades, or unrestricted specialization in studies. But the deliberate personal judgment of a conscientious teacher is the best measure of either the ability or progress of her pupils.

But the sentiment and calm judgment—the instructed judgment of teachers—are changing; have measurably changed in five years, even. The experiments and the training of experimenters, and the writings of Thorndike and Binet and Courtis among the earlier men; of Terman, and Ayres and Otis and Kelley and Starch and Johnson and Dickson and Haggerty and Buckingham and their colleagues, later; the results of state and city and class surveys of the results of teaching; the establishment of research bureaus and societies and laboratories; and the obvious teachings of the examination of war recruits, have borne out the claims of the experts that once were thought visionary. There are yet doubting Thomases whom the hand in the side, the eye on the act, will not convince. More yet, there are those who stay only to scoff. The power behind the movement has yet a kingdom to win for the teacher, who knows her homely task, and the process as she comprehends it, and who fears the new, the untried, the little understood. Tests and measurements will have accomplished their preliminary work when their use has come to be recognized as much a part of the school procedure as are the traditional examinations and arbitrary gradings.

Mr. Monroe's "Theory" will assist in this movement. Here will be found very clear characterizations of the nature and uses of educational measurements, the construction of tests and scales; two interesting chapters on the reactions of pupils while taking the tests; scores and norms and their interpretations; on standardized tests and statistical methods. Most of it will be found convincing, even to the unbelieving; it will resolve many hindering doubts and it will serve to confirm the faith. Even so, not all will believe; but it is a good book for any teacher to have on the table where she studies, whatever she teaches and whatever her educational creed.

**Teachers who are interested in educational research, tests, measurements and process values will find the bulletins of the Bureau of Educational Research, University of Illinois, suggestive, if not indeed directly helpful. Since 1920, what is known as the Illinois Examination has been in progress. It involved some thousands of city and country pupils with the general intelligence scale, with Monroe's standardized reading tests, and a survey scale in arithmetic. The results are published in Bulletin No. 6, of the Bureau. Bulletin No. 8 is a 50-page monograph on silent reading tests. Bulletin No. 7 is a more general exposition of the "types of learning required of junior high school pupils."**



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Tall Trees Swaying		
Rowing	<i>Ribbon Dance</i>	17329
Churning		
Pulling Rope		
Bouncing Ball		
Weather-Vane	<i>Columbia Waltz</i>	17928
Picking Up Pebbles		
Throwing Into Water		
Flying Birds and Butterflies		
Planting Trees	<i>Eros Waltz</i>	35228
Imitate Orchestra Instruments	<i>Golden Trumpets</i>	
Play "Follow Leader" Game	<i>Lilac Time</i>	35397
	<i>Clayton's Grand March</i>	

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<b>The Lumberjacks</b>	<i>Theme I</i>	<i>Rhythm Medley No. 1</i> 18548
Out to Tree on Snow Shoes	<i>Theme II</i>	
Chop Tree, ready for Big Saw	<i>Theme III</i>	
Sawing Logs (two people)	<i>Theme IV</i>	
Warming Hands	<i>Theme V</i>	
Stoop and Pile Small Logs	<i>Theme VI</i>	
Horses Come for Logs	<i>Theme VII</i>	
Back to Dinner on Snow Shoes		

The above suggestions are very brief; for many more write

Educational Department

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# NOTES AND COMMENT

To promote the health of the child is to invest in the health and physical efficiency of his future; and if a sound body tends to make easier the maintenance of a sound mind, this promotion of health in the child becomes an investment for spiritual life also. The next generation should live on a little higher level of advantage. Most States have health boards, and many counties, and cities. We are learning that the public has a responsibility for the physical welfare of adults, the hygienic and health conditions of the country, the stricken and the bodily handicapped. But distinctly modern is the converging of administrative and medical and scientific and humanitarian interest upon child health. There has been for a dozen years the "American Child Hygiene Association," that has done much active service. There is the "Child Health Organization of America." Beside these there has been the "American Relief Administration," originating in the "Commission for Relief in Belgium," and yet active. The first two have been amalgamated under the name "American Child Health Association," with Herbert Hoover as President, and will, therefore, have the benefit of his wide experience in the management and shaping of services of the new organization. Among the directors are noticed the names of Dr. Livingston Farrand, long chairman of the American Red Cross, now President of Cornell University; Dr. William P. Lucas, of the University of California Medical School; Dr. Ray Lyman Wilbur, President American Medical Association, and of Stanford University; and Miss Grace Abbott, Chief of the Children's Bureau, Washington. The Association aims to serve as a clearing house of information on all national child health activities; to gather and disseminate the latest scientific information on child health; to supply a field service to cooperate with existing local agencies; and to establish standards for child health work on a sound medical basis, to eliminate waste, and coordinate work already being done.

A recent reading in a bit of its history calls the following list of distinguished speakers from outside the State who have addressed the California Teachers' Association. It is an honorable showing of a wide and inquiring interest in American educational ideals as viewed by many experts. It includes the names of those only who were brought to the State before the reorganization of the Association.

J. H. Ackerman (1906)	Andrew S. Draper (1897)
Louise Arnold (1904)	
E. Benjamin Andrews (1902)	C. B. Gilbert (1904)
Alex. Graham Bell (1898)	W. N. Hallmann
John W. Cook (1907)	G. Stanley Hall (1898)
Frank B. Cooper	Wm. T. Harris (1896)
	L. D. Harvey (1906)
	E. M. Hopkins (1903)

J. L. Hughes (1907)	Jacob Riis (1904)
Gustave Larsen (1893)	Charles F. Thwing
F. A. Lyman	Arnold Tompkins (1903)
Cap E. Miller (1906)	Booker T. Washington (1903)
M. V. O'Shea (1902)	A. E. Winship (1906)
Mara L. Pratt	Ella Flagg Young (1903)
Jacques W. Redway (1906)	

In all home economics courses as they have developed, i.e., studies that have to do with the making and promoting of effective home life, the boy has practically been excluded. Yet the male element is quite as fundamental a factor in domestic welfare as is the woman or the girl. If properly recognized for the boy as it is coming to be for the girl, a suitable training both would add immeasurably to the moral health of the home and be a wholesome social training for the boy. By the committee on the reorganization of Secondary Education it was wisely held that "every member of a household should have some responsibilities in relation to the comfort and welfare of other members of the home." There has now been organized and issued by the United States Bureau of Education

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Further, these stories and poems are grouped under appropriate moral headings, such as *Adventure, Ambition, Bad Company, Beauty of Character, Beauty of Service, Carelessness and Thoughtlessness, Chivalry and Courtesy, etc.* The California School Law (Section 1667) provides that instruction must be given in morals and manners in all grades throughout the entire school course. The "STORY-TELLING HOUR" suggests excellent materials for this purpose. It enables the teacher to emphasize, for instance, kindness to birds through Lydia Maria Child's "*Who Stole the Bird's Nest?*" This is far more effective than scolding.

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The Utah Educational Association uses, jointly with the State Department of Public Instruction, the Utah Educational Review as its official organ, published under the auspices of the Extension Division of the University of Utah. Such divided authority would seem to militate against its specific and professional use by the Association as an expression of its life and activities. The Association, however, maintains a "House of Delegates," corresponding to California's Council of Education, that acts as a unifying force.

As if already not more than enough pioneering had been done by the Parent-Teachers' Association, organizations in several States have started on a new adventuring. As a part of this movement an organization has been formed in Oakland of "a study club for mothers of children of pre-school age." It is expected that the "young mother members" will familiarize themselves with the later work of the school mothers' clubs, and devote themselves to educational courses constructively beneficial in child training, home making and the approaching school problems. Books will be read and discussed and special investigations and experiments undertaken. Here is a promising field.

Apropos of an announcement of the California State Department of Education that the schools must not be used as collecting agencies and to exploit outside interests, the following clipped from a southern exchange is to the point:

"It is difficult to lay down a specific general rule of procedure. But some certain principles present themselves that have been summarized as follows:

1. No advertising or commercial activities should be permitted in the schools.

2. Sectarian, partisan or controversial propaganda should be excluded.

3. Schools should not be used for collection or solicitation of money.

4. The educational values for the children of a given cause, and not merely the worth of the cause, should determine its adoption.

5. The burden of proof should be upon the petitioner to show that a given project is of such superior value to the regular work it displaces, as to justify the town, the teacher and the pupils in endorsing it."

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Say you saw it in the Sierra Educational News



In a comparison of six States on teacher training and compensation—California, New York, Massachusetts, Nebraska, Mississippi and Florida—it appears that while in the first three there are reported 14 to 18 per cent of teachers with inadequate training, and 82 to 86 per cent of normal school graduates; in the last three there are said to be 96 to 99 per cent of the former, and four per cent down to one per cent (Florida) in the latter group. Having like significance it appears that of the first four States named (Nebraska added to the group), the average annual salary paid to elementary teachers in the larger cities ranges from \$1,589 in Massachusetts to \$2,600 in New York (California \$1,879); while in one-room rural schools, only California (\$1,257) goes above \$883. The average for this last group in Massachusetts is \$391!

The California School of Arts and Crafts has been incorporated as a College of Arts and Crafts under the laws of the State of California. The incorporation was formed "to establish a college or seminary of learning for the teaching and training of all manner of persons without limitation as to sex, creed or race along lines of the industrial, normal and fine arts and of such other educational lines as the future needs of the State of California and of the United States of America may, in the opinion of the Board of Trustees of the corporation, demand." Under the articles of incorporation the college will be a semi-public institution and will not be conducted for profit.

Degrees will be conferred with entrance requirements of the same standard as those required by the University of California, Stanford University, Columbia University and the Carnegie Institute of Technology. Courses leading to certificates and diplomas will be open to students who are not candidates for degrees.

The work of the incorporated institution has been arranged in three professional schools:

(1) The School of Applied Arts: A professional school preparing students for life work in design, advertising and poster art, illustration, costume design, interior decoration and allied professions. Courses will be given in craft work in the metals, wood, textiles and pottery. The work leads to the degree of Bachelor of Design or Bachelor of Arts in Applied Art.

(2) The School of Fine Arts: A professional school preparing students for life work in portraiture, figure work and landscape and mural painting. The work in this school leads to the degree of Bachelor of Fine Arts. This degree is now granted by Yale University, the University of Pennsylvania and the University of Nebraska.

(3) The School of Education in Arts and Crafts: A professional school preparing students for positions as supervisors and teachers of the arts, crafts and household arts in the elementary, high and normal schools and teachers' colleges. The work in this school leads to the degree of Bachelor of Education in Arts and Crafts.

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Say you saw it in the Sierra Educational News

The California School of Arts and Crafts was founded in June, 1907, by Mr. and Mrs. Frederick H. Meyer. During the sixteen years of the school's growth, the faculty has increased from three to twenty-four, the subjects taught from six to forty-five and the classrooms and shops used from three to eighteen. While the school's peculiar field has been among the States and nations bordering on the Pacific, the attendance has been truly international. During the past year students have been enrolled not only from twenty-five States, but from England, Siam, Java, Central America, Siberia, Hawaii and the Philippine Islands. With incorporation as a College of the Arts and Crafts, the school will enter a broader field of service to California and to the nation. Fortunately for the school, Mr. Meyer will continue as director of the incorporated college.

Before this copy of *The News* can have reached members, the Department of Superintendence, meeting in Cleveland, will have closed its sessions, February 24 to March 2. This gathering has come to be a great congress for critical studies by educational experts. The major theme was "Progress in Solving Financial Problems in Education." In addition to the six programs offered by the Department, there were held at the same time and place, meetings of twelve national societies considering related problems. Questions of administration were dominant in all of them. These collateral bodies comprised: The National Society for the Study of Education; High School Inspectors and Supervisors; College Teachers of Education; Vocational Education and the Practical Arts; Deans of Women; Secondary School Principals; Elementary School Principals; City Teacher Training Schools; the National Council of Education; Rural Education; Kindergarten Supervisors, and Educational Research. It was a notable conference. The proceedings, as usual, will be incorporated in the annual volume of the N. E. A., which will be received in due time by all members of the Association. The successive publications of the two organizations constitute a body of professional literature equal to a teachers' library in itself. In no other form could a like amount and quality of such discussion be had for twice the membership fee.

There came to California recently, through the port of San Francisco, 32 Russian students to pursue their studies. They are being cared for and entertained temporarily by the University Y. M. C. A. and the local Russian Society. Later they will be distributed among a number of colleges and universities east and west.

Here and there, now and again, sanity in the evaluation of student athletics emerges. A number of the large universities, notably Michigan and Wisconsin, have taken pronounced stand against an excess of intercollegiate sports. They tend to professionalism. The athletic authorities of the University of Wisconsin are reported as saying: "Community athletics within the colleges and universities of the country are gaining speedily on intercollegiate

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sports for interest, while intercollegiate football has worn out its welcome in all but the small colleges. The function of community sports is to develop physique; and this was the original aim of all sports, athletics included. Michigan believes that some form of athletics should reach every available student, not the few on competing teams. Of the 7,000 students in the University of Wisconsin last year, 4,000 were enrolled in intra-mural sports of one or another kind. Many different sports need to be cultivated, to reach all students. The severer forms of competitive physical training may be used as a substitute. Adolescent boys and girls are in special danger from absorbing wrong ideas about athletics, not to mention the injury to immature bodily frames from over-strenuous sports. In both respects, they lose the physical benefits that should accrue. Health, vigor, bodily control are more important at any age before twenty than any spectacular training effects.

The existence and constitution of the National Vocational Guidance Association may not be so well known by teachers as it deserves. It is a federation of ten branch associations, of which two are in California—The California Vocational Guidance Association, of which L. W. Bartlett is president and Miss Edith McNab (108 Cole Street, San Francisco) is secretary; and the Southern California Vocational Guidance Association, J. Harold Williams, president, and Lewis A. Maverick (Southern Branch University of California, Los Angeles), secretary. Harry D. Kitson of Indiana University is president of the National Association, and John M. Brewer, formerly of California, now Director of the Bureau of Vocational Guidance, Graduate School of Education, Harvard University, General Secretary. The organization issues an Association Bulletin, published under the auspices of the Harvard Bureau. Mr. Frederick J. Allen, President of the New England Vocational Guidance Association, is the Bulletin Editor. The subscription price of the Bulletin, eight numbers for the year, is \$1.00, which includes membership in the Association. The purpose is said to be "to provide for the interchange of ideas and news among all workers for the cause; to provide opportunity for presenting the activities of the National and local Associations, and to place before all workers the formal statement upon theory and practice of the constructive leaders in the work."

A recent Bulletin of the Pan-Pacific Union announces its plan of cooperation with the National Education Association in the holding of a world conference on education in connection with the N. E. A. meeting in Oakland-San Francisco the coming summer.

The following requirements concerning delegates have been adopted by the Union:

1. Each nation should be represented by at least five delegates, who shall participate in the deliberations of the Conference.
2. Each nation may send five advisory delegates to participate in special conferences.
3. Each educational organization of a national scope should send at least one repre-

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The usual method of varying the length of a closed pipe is by a sliding piston. Frequently in demonstrating this by sliding the piston it is found that one of the overtones will become more marked than the fundamental and the pipe apparently changes pitch. This may sometimes be delayed by blowing either more or less vehemently. But it has been proven that with the range of lengths usually used in class demonstration work, it is impossible to make an organ pipe that will not emphasize some overtone at some length. To produce the fundamental at different lengths the mouthpiece must be changed in construction.

This instrument has an adjustable mouthpiece. By operating the two sliding cylindrical sleeves the amount and direction of the air jet may be changed and also the size of the opening between the resonance column and the outside air.

By this method a demonstration of the law of lengths may be made without producing overtones—by adjusting the mouthpiece while operating the piston.

Further, the overtones, first, second, third, etc., may be produced at will, without changing the pressure of the blast of air or the length of the resonance column. In this design of organ pipe these overtones are brought out by altering the position of the sleeves over the windway. This demonstrates one of the most technical problems in the art of organ building, and also shows very forcibly the reason for so-called "lip-positions" in many wind instruments.

The piston is provided with graduations so that the exact length of air column may be readily known at all times. The air column length is a little more than 40 cm. Therefore the pitch range will be from about C<sub>7</sub> up to very high pitches determined by how short the air column may be made to resonate. The pitch obtained at any length varies by overtone steps depending upon the positions of the sleeves about the windway. The lowest note that can be sounded is produced by pulling the piston out so as to make the longest possible closed pipe, and is of course an octave lower than the lowest note for an open pipe. The height of the mouth will be found to be required to be less when the pipe is an open pipe than when it is a closed pipe. Handsomely nickel-plated. About 60 cm. long.

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sentative, and if made up of branches or departments should have one delegate for each such branch or department.

4. In choosing delegates it would be well to observe the educational divisions within the country, as elementary and secondary schools, teacher training institutions and colleges.

5. Chief educational officers or Ministers of Education of all the countries are invited as official delegates to participate in the Conference.

6. Organizations now interested in any phase of international education may secure representation by application to the Committee on Foreign Relations.

7. Exchange professors doing work in American colleges may be admitted to the Conference upon application to the committee.

8. Full announcement will be made in the final program of the National Education Association.

9. Delegates appointed or persons from foreign countries should communicate with the Chairman of the Committee on Foreign Relations, Augustus O. Thomas, Augusta, Maine, U. S. A.

**Frank K. Phillips**, Manager of the Education Department, American Type Founders Company, was in San Francisco recently on a national trip visiting schools in which printing is taught. Before reaching San Francisco, he visited schools in Atlanta, New Orleans, Dallas, El Paso, Los Angeles and San Diego. In Los Angeles, he addressed a Round Table Conference of the Printing Teachers' Committee on revised course of study. While in San Francisco, accompanied by Wm. Kelly, inventor of the Kelly Press, and John S. Phinney, manager of San Francisco Branch, American Type Founders Company, he attended a dinner given by the San Francisco Bay Cities Craftsmen Club. Mr. Phillips commended the proposed plan of the Craftsmen Club to bring together at the Oakland meeting of the N. E. A. all those interested in apprentice training in the printing industry, including employers, employees and educators. From San Francisco he continued his tour to Portland, Salt Lake City, Denver, Kansas City, St. Louis and Chicago.

At the Cleveland meeting of the Department of Superintendence, Mr. Phillips will have charge of the American Type Founders exhibit. This will consist of a print shop, complete in every detail. Here will be found daily throughout the convention two classes in printing from the Cleveland schools in charge of two teachers detailed for the work under the direction of John E. Flintz, Supervisor of Printing. It is an interesting fact that 23 schools, including grammar schools, junior high and senior high schools, in Cleveland are completely equipped for teaching printing.

Said Mr. Phillips to a representative of the Sierra Educational News, "The demand for printing as a school subject is increasing rapidly. The value of printing as a vocational subject has long been recognized. More and more, however, it is being introduced in the grammar

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and junior high schools for its educational value. Probably the greatest handicap to the introduction of printing is the shortage of trained teachers. As many teacher training institutions are awake to the growing demand for teachers of printing, this handicap will very likely soon be overcome."

There was present in California during February a distinguished American citizen, Deborah Knox Livingston, National and World Director of Citizenship. She lectured before a dozen citizenship educational conferences in as many cities. A positive citizenship character in native or alien, and education as the sole means of attaining it, are themes that have come to attract the public attention as once would not have been possible. Just what form the education shall take may be a matter of question; but that citizenship as a personal possession and an active force in one's group life, comes through forward-looking, systematic, consistent training, and not through legislation, or the ipsi dixit of the courts, is no longer subject for debate.

Mr. Hughes of Pasadena has worked out a suggestive rating scale for pupils which is published in the Research Bulletin which has the merit of simplicity and consequent usability. It comprises twelve trait characteristics: regularity and persistency, trustworthiness, sense of accuracy, self-confidence, initiative, respect for authority, cooperativeness, capacity for group leadership, quickness of thought, strength and control of attention and retentiveness of memory. Teachers generally will find it helpful as a means of evaluating children as creatures to be guided and educated. From the California Polytechnic School, by President Nicholas Ricciardi, also, there has been issued a bulletin on "Student Rating," with special reference to Vocational Guidance. Mr. Ricciardi considers among the significant qualities: success in doing things thoroughly, success in doing things within reasonable time, success in organizing his work and in overcoming difficulties, leadership, and vocational fitness. This treatment, too, is so thoroughly available that interested teachers will welcome it as reinforcing their own best judgment by the counsel of one who knows.

The Federal Children's Bureau has ready for distribution a pamphlet entitled "Child Labor in the United States: Ten Questions Answered." Based on the information of the census of 1920, and the changed industrial and economic situation in the two years since, it is estimated that considerably more than a million children 10 to 15 years of age are employed gainfully; approximately one-fourth of them are under 14 years old. "The minimum age at which children may be employed in factories is shown to vary from 16 years in two States and 15 years in five others to 12 years for boys in one State, and no age minimum at all in two others."

Let it be said that the objection to children's work is not because of the activity, but because of being driven by wage standards, and the un-

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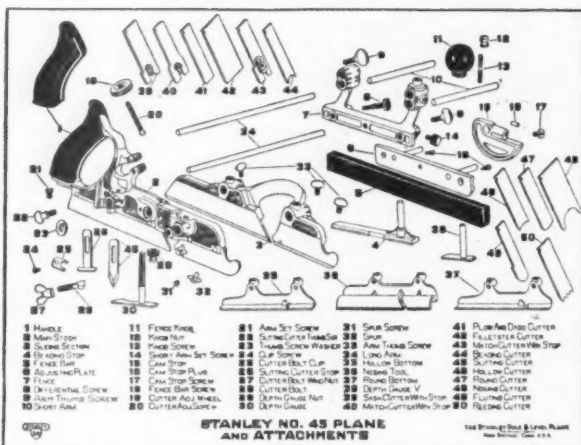
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- 4 FINE ADJUST STOP
- 5 FINE GAUGE
- 6 ADJUSTING PLATE
- 7 FINE
- 8 ADJUSTING SCREW
- 9 MAIN THUMB SCREW
- 10 THUMB ROD
- 11 FINE ROD
- 12 FINE NUT
- 13 FINE SCREW
- 14 SHARP FINE SET SCREW
- 15 LAW STOP
- 16 LAW STOP PLUG
- 17 LAW STOP SCREW
- 18 FINE GAUGE SCREW
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- 20 CUTTER ADJUSTER
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healthy and dangerous occupations. Labor as a select and directed instrument of education is not to be compared to labor for a wage with all of its compulsions and associations.

Single copies of this pamphlet, "Child Labor in the United States: Ten Questions Answered" may be obtained free of charge from the Children's Bureau, U. S. Department of Labor, Washington, D. C.

Certain newspaper correspondents and editors are taking a good-natured fling at the spectacle of a Miss, a school teacher by the way, conducting a "lecture course for mothers" at one of the colleges of the State. Theoretically, a mother ought to know more about her children than one who has not experienced motherhood. But the average mother, on every level, from that of the scrub woman to the keeper of the palace, may, probably does, know less of what science teaches about growing, and growth factors, in children, and what is likely to be for their future physical and mental and moral health and well-being, than the wise and much experienced teacher who has studied many children through a period of years. Strong in her affections, at least in her kinship interest, the mother is likely to temporize and compromise with her young family, do the present, expedient thing and make unwise concessions, more than is the woman of understanding and sympathetic nature, whether mother or not, who considers future character results and the regulated guidance which assures them. Mothers are not all far-seeing in managing their children, either their physical or moral regimen; and she who knows may be of service in the home, not less than in the school. The rearing of children is not a simple problem, but interminably complex; and she is a safer mother who takes and honors assistance wherever found.

The State Board of Education has issued and distributed a very valuable document on the occupational work undertaken. It is known as Bulletin 22-A, and relates to Vocational Education. It comprises the governing rules of the State Board and the Federal Board, for instruction and support for the years 1922-1923 to and including 1926-1927. As compared with other States, California is well organized. The Bulletin is a model of arrangement and clearness. In it will be found all needed information relative to such instruction; concerning courses in secondary schools; the necessary qualifications of teachers of vocational subjects; plans for the supervision of vocational agriculture; and the training of vocational teachers. Superintendents, school principals and all teachers of these subjects will find the Bulletin a desk book filled with valuable information; and intending students in any of the courses may find every question answered. There are less than 100 pages, but it is complete and authoritative.

Dr. Terman estimates that from fifteen to thirty per cent of the children in our public schools have seriously defective vision. So far as known, Connecticut, Vermont, Colorado and Massachusetts, only, have state laws requiring



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the examination of the eyes of pupils. In other States the service is rendered by boards of health cooperating with the schools. There is an "Eyesight Conservation Council" with headquarters in New York City, that furnishes literature upon the subject. With a growing interest in the care of the eyes, it remains true that there are relatively few communities, outside the larger cities, in which children receive the most superficial eye tests even. Vision

charts may be had in almost any physician's office, or of local boards of health, and accompanying directions for their use. The elementary process for discovering minor defects is so simple that any teacher can use the chart. When one reflects that from three to eight children in every school room of the country are handicapped by imperfect vision, the situation becomes sufficiently serious to claim more general attention.

As a means of assuring one a degree of self-dependence after the wage-earning days are over, no other agency has been found equal to life insurance. As a stimulus to provident savings, it is very effective. Certain of the older European peoples are probably more thrifty in the small economies than are Americans. We are notoriously wasteful of the day's resources. But among no other people of the world is so

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much put into those investments of future endowment and full life insurance. It has been called a distinctly American institution, because of its wonderful development here. Outside of the four great New York companies that long monopolized the field, with their sixteen billion dollars of outstanding insurance, nearly 140 companies in other States have been organized, mainly within the last fifteen years. It is said these companies write two-thirds of the life insurance business of the country. It is a fine chapter in foresight of the many. "It brings into a vast voluntary cooperation the small payments of the multitude to take care of the families of that percentage which else falls by the wayside in the inevitable course of events. It is a service to thrift scarcely second in importance to its aspect of practical utility."

Unique among school papers is one sponsored by the Boys' Agricultural Club of Kern County Union High School. It appears under the euphonious title of "Pure Bred Squeels." The issue at hand is Vol. IV, No. 1, for December, 1922. It is a monthly publication, "distributed free of charge to the friends of the club and those interested in such work." The club holds annual contests on the dairy cow, grape cutting, potato growing, chick raising, egg laying, pig fattening, sow and litter, sorghum, and farm management. A local bank finances the movement when needed. It makes exhibits of dairy cattle and hogs at the State Fair, and participates in the Convention of Agricultural Clubs meeting annually at Davis. Knowing the activities of the club, one does not wonder at the value of the newsy sheet, "Pure Bred Squeels."

Among the elementary mechanical arts and the one with most easy correlations with other school work is printing. It is hoped that many more schools will come to use it. Report comes that the latest addition to the California Polytechnic School at San Luis Obispo is a fully equipped modern print shop; and Mr. Ricciardi does nothing just tolerably well. The print shop installs only the latest equipment: eight Mergenthaler linotype machines and accompanying craft attachments for a complete course. The institution gets out a school paper and furnishes printed matter for the school, and much work for the State Education Department. This will add to the school's publicity work an agency of the most efficient kind.

No organization in this country is doing more to disseminate accurate knowledge of the world's countries, their people, manner and standards of living, and the natural resources, than the National Geographic Society. Its stories, ever marvelous, always true, written by experts and in a finely attractive literary style. Arrangements have now been made to issue weekly bulletins for the use of teachers. The charge is but 25 cents for thirty numbers. They will be found intensely interesting and a valuable means in vitalizing instruction in geography, history and kindred topics. Address J. R. Hildebrand, National Geographic Society, Washington, D. C.

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### WHERE ARE WE?

(Continued from page 150)

promotion of vocational education, the Legislature of 1917 passed the Vocational Education Act without one dissenting vote. Vocational education, under the provisions of this act, is being successfully developed and placed on a firm foundation.

Therefore, it isn't likely that our legislators will consider seriously the repeal of the law.

There has come to the Editor's desk the initial number of a new venture in the magazine world, "The American Review Magazine," a bi-monthly. V. T. Thayer is editor, and George A. Brown, well known in connection with Public School Education (School and Home Journal), Bloomington, Ill., as business manager. It is a periodical of 120 pages, and "undertakes to serve the men and women throughout the country who are interested in the formulation of the purposes of American life." In addition to a comprehensive department of book reviews, there are among the dozen leading articles, three on various aspects of education that are worth careful reading: "Pragmatism in Educational Philosophy," by Henry Newman of the Brooklyn Society for Ethical Culture; "Education for Life," by B. H. Bode of the University of Illinois; and a criticism of the "Dalton Plan," by V. T. Thayer.

Much more than formerly, the fathers of the present day are interesting themselves in the bringing up of children; not fathers as fathers merely, but the manhood of the nation, men's clubs—the Kiwanis, Rotary, Lions; adult leadership among the Boy Scouts; parent-teacher societies admitting to membership both men and women; junior chambers of commerce, etc., all illustrate this present-day movement to associate the young with adult masculine interests. The rearing of children is surely and safely attained only when it is made a partnership affair of man and woman, each contributing an influence which the other does not possess. The share of the father has been much neglected; and he needs it quite as much, perhaps, as do the children themselves.

Nineteen States now have laws encouraging, in some instances prescribing, State aid for consolidation of small schools, as follows: Delaware, Iowa, Maine, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, West Virginia and Wisconsin. They include three of the New England States, four other Atlantic Coast States, four in the Middle West, five in the South, and three Mountain States. The question seems to be entirely local, the acceptance of the policy being widely distributed throughout the country. Topography, population, wealth, etc., are the main determining influences.

Say you saw it in the Sierra Educational News

A drive to end all questionable selling methods in the subscription book business in the United States and Canada will be launched next week, backed by the united power of publishers representing a capital of \$50,000,000.

"A generation ago the subscription book field was the happy hunting ground of the unscrupulous shyster," said F. E. Compton, Chicago publisher, president of the Subscription Book Publishers' Association, who has been appointed the Will Hays of the subscription book industry. "Today no business has a higher code of ethics. There are still a few firms, however, that employ methods which bring disrepute on the whole industry. The Subscription Book Publishers' Association has determined to clean house and has put a large appropriation in my hands to be used for this purpose. Where exposure and publicity fail to induce offending firms to reform their methods, we shall not hesitate to bring legal action."

Mr. Compton will be assisted by a business ethics committee. He plans to travel all over the United States and Canada the coming year to make personal investigation of selling methods of every subscription book publisher.—Chicago Daily Tribune.

(Mr. Compton is head of the House of Compton that has recently published Compton's Pictured Encyclopedia at an expense of fully half a million dollars.—Ed.)

**Travel, even to the unintelligent sightseer,** is not wholly devoid of advantage. To him who has acquired the power to "see" its stimulations are horizon-broadening and directive to many interests. To him whose appreciative experience yields interpretations it is a means of education beyond any school or formal training. For youth, having wise adult companionship, travel, whether along unfamiliar trails in one's home land, or among foreign peoples and institutions, it may well take the place, temporarily, of school or college assignments. These reflections have been suggested by reading the announcement of a proposed tour of Europe, conducted by John G. Iliff of the Social Science Department of the Stockton High School. Twenty students have been signed up for the two months of travel. Mr. Iliff would seem to be well qualified for the venture. He speaks French and German, and has lived and studied in London, Berlin and Paris; traveled through Czecho-Slovakia, and is familiar with most of the route to be followed. The party leaves Stockton June 23, returning in time for the fall opening of school.

**The Southern Section of the California School Library Association** meeting in Los Angeles had present sixty high and junior high school teacher librarians. The report shows a complete list of "Recommended Books for California High Schools." It is to be printed at once and will be ready immediately for distribution. Copies may be had upon application (with a small charge) to Miss Margaret T. Glassey, Polytechnic High School, Los Angeles.

## PAPERS TO CORRECT AND TIRED EYES!



Compositions, problems, exercises lie before you, written on ordinary paper. The first is easy—the second—the third. You stop perhaps to put on your glasses. The pile dwindles slowly, and your eyes feel tired from the glare. Finally you are done, and your eyes hurt from the strain.

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Not just for the pupils do we urge you to specify **BANK STOCK**. Your eyes are as precious as theirs. You should profit, like them, from the neutral tint of **BANK STOCK** paper, which absorbs the light and minimizes eyestrain.

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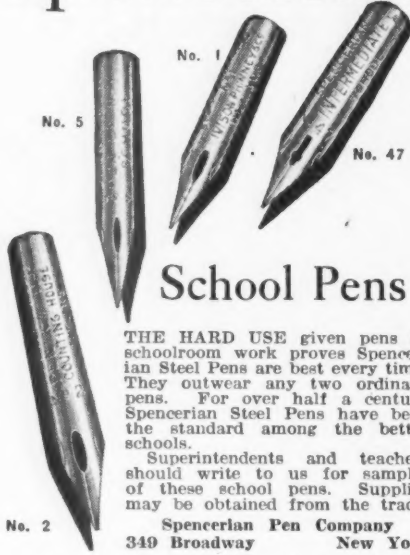
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A pamphlet recently issued by the American Book Company gives some interesting statistics concerning school attendance and total population in fourteen of the largest cities. The information given has been calculated for percentages and the cities in the accompanying table are listed in order, beginning with the highest number of pupils:

Los Angeles ....31.3%	Boston .....17.6%
Newark .....24.3%	Philadelphia ...17.2%
Minneapolis ....20.7%	St. Louis .....16.8%
New York .....20.3%	Milwaukee .....16.6%
Pittsburgh .....19.5%	Detroit .....15.9%
Cleveland .....19 %	Baltimore .....15 %
Chicago .....17.9%	San Francisco ..14 %

Teachers of cabinet making and directors of vocational education in charge of cabinet making will be greatly interested in the prizes being offered by the American Wood Working Machinery Co., Rochester, N. Y. The company has offered over ten thousand dollars in cash and valuable prizes for the best ideas on the mental and cultural values of cabinet making. Essays of 500 or more words may be submitted in this unique competition. Prizes will be awarded by a board of judges, consisting of three men in the vocational field. Details are given on page 129 of this issue.

San Francisco has been having a genuine regeneration (or original birth) of school and public civic interest in the Boy Scout organization. In one school, perhaps in others, there is a 100 per cent scout membership enrolled. Hundreds are being recruited daily. Five new troops are in process of formation. The great difficulty, the only real difficulty met with, is to find suitable and enough scoutmasters. Men, young men having youthful interests and setting-up experience, should find in this scout direction a rich field for service and their own spiritual growth.

Say you saw it in the Sierra Educational News

**Elementary, especially Primary School Supervisors** everywhere will be conscious of a personal professional loss in the death, January 19, of Ada Van Stone Harris, a member of the staff of Pittsburgh, Pa., Schools. She was well known throughout the United States wherever progressive, aggressive, improving methods of child culture were being practiced. She was scholarly beyond the average of such Supervisors, had had exceptionally rich and successful experience in a half dozen cities and teacher-training institutions, was an effective lecturer before teachers' gatherings, and had been an active and participating member of the N. E. A. since 1895, when she was a member, under the present writer, of the faculty of the Michigan Normal College. She was a sympathetic, patient friend of the children, a discriminating critic and adviser of teachers, loyal to the administration and to her profession, and dignified the service to which she was devoted.

**Dr. A. H. Sutherland, Director** of Educational and Psychical Research in Los Angeles, is in the East attending the meeting of the Directors of the National Association of Educational Research in Cleveland. The Los Angeles system of "adjustment rooms" for normal children, and constructive exercises in special schools for training defective children, have a nation-wide reputation for efficiency and economy. Their work was presented by Dr. Sutherland.

**There has come to this office** the report of the Mendocino county schools for 1921-1922 by Roy Good, County Superintendent. It opens with the significant statement that "one of the largest business concerns of Mendocino county has just closed its books for the year. It is a business under the management of 382 directors employing 210 managers, under the head of one superintendent, and has a working force of 5000 employees doing the most important piece of construction possible. Upon this business, the schools, there was expended \$450,000 for maintenance, and \$275,000 for buildings. Pictures and floor plans are given of Ukiah, Fort Bragg and Willits schools, pictures of three other buildings, and a fine view of the Fort Bragg school gardens. Notes of important work being done by a half dozen schools reveal progressive interest. The report is a fine bit of publicity work.

**Mention has been made** of the growing interest in the fine art studies in the California secondary schools. Venice deserves special notice. The city has a population of 15,000 and its high school is barely 15 years old; yet Southern California concedes its supremacy in its development along artistic lines. The Polytechnic High School appears, in buildings and grounds, like an art institute. The grounds have won prizes as the most artistic campus in all that region, in competition with more populous and richer communities. In the midst of the well-kept, flowered area stands a massive group of statuary above a fountain, the dominant figure being a modern Psyche, and crouching below a young Hercules. Mr. Harry Winebrenner, art instructor, modeled the group

which was finished by pupils. There are figures suggesting the athlete, a girl with a book, etc. About the grounds are distributed classic urns and pieces of statuary, modeled by students in the art classes. Mr. Winebrenner came from Oklahoma where he had already a reputation as a sculptor, to California, and educators have reason to expect that his work in this state will have a stimulating influence upon our art instruction.

**New York City, alone,** claims nearly 4000 junior high school classes, with an enrollment of 53,000.

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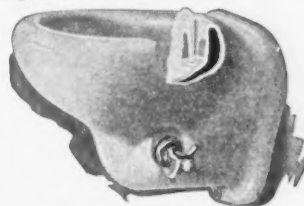
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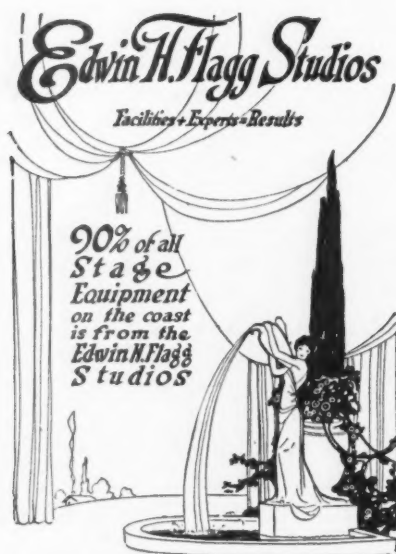


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are made with the nozzle down in a recess where the lips of the drinker can not touch it. The water is ejected at a slant from the nozzle, which forces the stream to fall to one side; drinking takes place at the point where the water loses its momentum. There is no danger of contamination or spreading disease.

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From Pasadena comes a bit of information that will interest others outside that city. Mr. W. H. Hughes, recently of Claremont, California, has taken charge this fall of the Bureau of Educational Research of the Pasadena schools, and has begun the publication of The Educational Research Bulletin, the first number of which has been received. Mr. Hughes as editor is assisted by John W. Harbeson, Director of Child Welfare; William F. Ewing, Principal of the High School, and J. Harold Williams, Director of California Bureau of Juvenile Research. Its purpose, briefly, is "to encourage in every legitimate way the spirit and practice of cooperative research." The field is a large one. No individual can accomplish all that is needed. The intelligent contributions of many must be had. Standards for investigation must be agreed upon. Studies to be worth while must be made in the light of studies that have been made by others. In all these respects such a bulletin should furnish helpful guidance. The promoters are not novices in research, all are recognized authorities. Beside articles and extracts, lists of research books and reviews are given. The Educational Research Bulletin is a welcome addition to professional literature.

David L. Oberg, principal and Bruce L. Painter, Superintendent of Schools at Petaluma, along with the Board of Education, are receiving deserved congratulations upon the completion and recent dedication of the new Junior High School building. It is a \$275,000 structure, and is in addition to a commodious senior

high school a part of Petaluma's secondary school system. The city easily bears the palm among places of its size.

Dr. W. B. Owen has the unique distinction of being president of both the National Education Association and the Illinois State Teachers' Association, and ex-officio chairman of the latter. This Illinois State Association consists of fourteen Divisions for the year 1922, and enrolled 26,334 members as shown by the records, out of a total teaching corps of approximately 35,000. Cook County (Chicago) enrolled one-third of them. Outside Chicago, the State has no teacher tenure law, but the Association purposes entering upon a campaign to obtain one.

The ninth annual State exhibition of California wild flowers will be held at the Exposition Auditorium, April 26th-27th-28th, and will be open to the public. The work has received the hearty endorsement and cordial cooperation of the San Francisco Board of Education. It is given under the direction of Mrs. Bertha M. Rice, of Saratoga, and Mrs. Roxana Ferris, of Stanford University; and its object is to acquaint the public with the beauty and value of the wild flowers and shrubs, and stimulate interest in the movement for their preservation. Among eminent speakers who will address the throngs in behalf of the Wild Flower Conservation League, will be David Starr Jordan, Chancellor Emeritus of Stanford University and Honorary President of the League.

On March 17 will be celebrated in San Francisco the eleventh anniversary of the founding of the Camp Fire Girls of America. This is an organization for girls similar in purpose to the Scouts for boys. It was planned and organized by Dr. and Mrs. Gulick for girls of 12 to 15 years of age. The organization has representatives in nearly every State. Miss Edith M. Kempthorne, field secretary, and Lester F. Scott, national executive, are in California for the celebration.

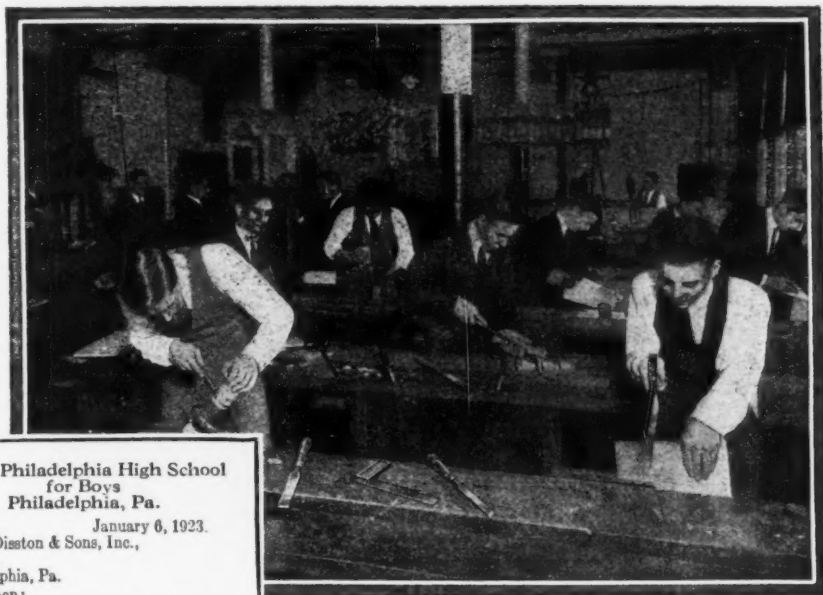
Dr. George A. Coe, known to many Californians as one-time professor of philosophy in the University of Southern California, has again been in the State for a series of lectures in Los Angeles on "What Is Religious Education?" He is a specialist in this field of the social aspects of religious education, the author of outstanding texts on the subject, and an effective exposition accompanies his lectures.

Friends of Mr. Guy W. Whaley will be pleased at the assurance that, after four years of service as superintendent of schools at Pomona, he has just been re-elected for another term. The heretofore excellent schools of the college city have not only been kept at their former level but, in the judgment of the Board of Education and the citizens, improved in important respects.

The Sequoia Union High School has pretentious plans for a new \$300,000 building and a 40-acre tract near the center of Redwood City. Five populous and growing districts will be served. The low, rambling, Spanish type of architecture will have a fine setting among giant oaks and eucalyptus groves.



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POSTER ART IN ADVERTISING  
POTTERY  
PRIMARY CONSTRUCTION WORK  
PROJECT WORK  
SEWING and DRESSMAKING  
STAGE CRAFT  
STITCHERY  
TEXTILE WEAVING  
THEORY OF COLOR  
TOY DESIGN and EXECUTION  
WASH DRAWING  
WATER COLOR

All of the above courses will be given during the 17th annual  
Summer Session June 25th to August 3rd, 1923

Students desiring credit for courses taken in the Summer School to  
apply toward degrees should consult the Registrar.

Early registration is always desirable. \* Students may register for the Summer  
Session at any time during March, April, May and June. Definite class assign-  
ments will be made on Saturday, June 23, and Monday, June 25. Class work  
will begin on Tuesday, June 26.

Classes at Berkeley  
and Oakland

F. H. MEYER, Director

Write for Summer  
School Catalog



♦ MURAL PAINTING ♦



♦ LANDSCAPE PAINTING ♦

